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ABSTRACT

This volume contains 40 lesson plans that were written for middle school teachers to help students learn about East Asia. The lessons are organized across five themes: (1) "People, Places & Environment"; (2) "Technology, Production, Distribution & Consumption"; (3) "Cultures, Continuity, Change"; (4) Institutions, Power & Government"; and (5) "Indiana & Global Connections." The themes involve several areas of study including, geography, economics, history, anthropology, archeology, citizenship and government, and world cultures. Each lesson plan states the purpose, theme, suggested time, key vocabulary and concepts, materials needed, initiation, development, and key questions. Two appendices conclude the volume. The first appendix contains maps of China, Japan, the Korean Peninsula, Taiwan and the entire continent of Asia. The second appendix contains a list of all lessons arranged by topic. The topics are listed as: (1) "Activities"; (2) "The Global Economy"; (3) "Human Rights"; (4) "Lifestyles and Social Institutions"; and (5) "The Natural World." (LB)

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lesson plans for middle school teachers

Produced by
participants in the Summer 1996 workshop
"Teaching East Asia in the Middle School"
Indiana University, Bloomington Indiana

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Teaching East Asia:

china • japan • korea

lesson plans for middle school teachers

**These lesson plans were produced by middle school teachers who attended the
Summer 1996 workshop, "Teaching East Asia in the Middle School"**

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The East Asian Studies Center at Indiana University**

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THEMES*

"Teaching East Asia in the Middle School"

THEME A

PPE: People, Places & Environment (*Geography*)

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

THEME B

TPDC: Technology, Production, Distribution & Consumption (*Economics*)

Decisions revolving around exchange and economic policies, exchange and technology, along with well-being, are global in scope.

THEME C

CCC: Cultures, Continuity & Change (*History, Anthropology & Archeology*)

Throughout periods of time, human beings have sought their historic roots while creating, learning and changing their cultures.

THEME D

IPG: Institutions, Power & Government (*Citizenship & Government*)

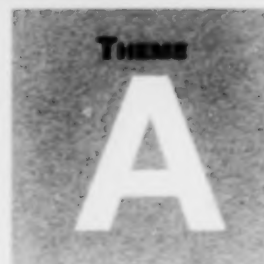
Institutions control and influence individuals and culture.

THEME E

IGC: Indiana & Global Connections (*World Cultures*)

Realities of local and global interdependence require understanding of diverse global connections for possible solutions to global issues.

*Adapted from the Thematic Strands developed by the National Council for the Social Studies and the Proficiency Statements developed by the Indiana Department of Education.



Asian Trivial Pursuit

Susan Benton
Mt Vernon Jr High School

PURPOSE

To analyze and interpret data on Asia, promote higher order thinking skills, review important information on Asia, promote research skills, and improve social skills and group work.

THEME STATEMENT

In order for students to successfully compete in a global society they must have a working knowledge of the culture, governments, geographic locations, and economic policies of Asia, and Asia's impact on Indiana.

SUGGESTED TIME:

One to two weeks

MATERIALS NEEDED

Students provide all materials.

INITIATION (Inquiry, Preview, Involvement)

1. Ask students to describe board games they have played. What made these games fun to play? Why didn't you like certain games? (be specific).
2. Play a couple rounds of Jr. Trivial Pursuit.
3. Explain to students that they are going to design a game of their own.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Break students into groups of five.
2. Assign each group one of the following topics:
 - a. People, places, environment
 - b. Institutions, Power and Government
 - c. Indiana and Global Connections
 - d. Cultures, continuity, and change
 - e. Technology, production, distribution, and consumption

SUMMARY

Adaptable Levels

5-8

Related Themes

TPDC, CCC, IPG, IGC

Values

Cooperation and respect for others, group responsibility, greater appreciation of Asian cultures

Skills

Working cooperatively with others, researching information, analyzing and interpreting data, designing a unique project

Integration

Math, science, language arts

f. Mystery (miscellaneous)

3. Directions: Each group is responsible for:

- a. Ten questions and answers concerning the topic assigned (five fact questions, five higher order thinking questions). All questions must be approved by the teacher.
- b. Designing a game board, producing playing pieces, writing clear and concise rules/directions, and naming the game.

4. Students go to the library to do research for three to four days.

* It is extremely important to give the students as much freedom as possible so as not to inhibit the creative process.

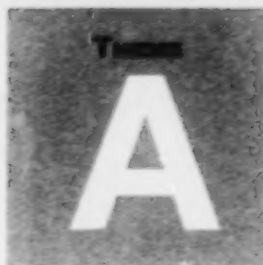
EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Students write a narrative about the process of this activity.
2. Students exchange games with other groups and have tournaments.

ASSESSMENT

Use the following rubric to assess work: E- excellent, A- above average, S- satisfactory, N- needs help

1. Did the group work well together?
2. Did each group member understand and carry out his/her job?
3. Was a game produced?
4. Did the game have clear/concise rules?
5. Did the game have a name?
6. Was this game fun and exciting to play?
7. How could we make this game better?



China and the 21st Century

Astrid Hooyberg

PURPOSE

To review the most important facts about China and to gain an understanding of the importance of studying China on the brink of the 21st century.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships. Throughout time human beings have sought their historic roots while creating, learning, and changing their cultures. Institutions control and influence individuals and culture through power, leaders, and government. Decisions revolving around exchange and economic policies, production, technology, and consumption are global in scope. Realities of local and global interdependence require understanding of diverse global connections for possible solutions to global issues.

SUGGESTED TIME:

Teacher's discretion (Ideal to present as a unit, to study one or two themes at a time, and to integrate all five themes in the end by having students write a final essay).

KEY VOCABULARY & CONCEPTS

Compass Rose, relative and absolute location, cardinal and intermediate directions. Actual growth, almanac, animal depopulation, artifacts, autonomous regions, biotic community, birthrate, climates, communism, country, culture, China proper, China outer, China's sorrow, civilization, cultural diffusions, Confucianism, database, death rate, delta, dialect diseases, desertification, deforestation, direction: cardinal/intermediate, diversity, doubling time, dynasty, ecoscape, ecology, forestation, emperor, environment, ethnicity, ethnic group, ethnic identity, feuding, globe, global issue, grid, growth rate, hemisphere, hydrology, immigration, infrastructure, infant mortality rate, international dateline, literacy rate, location: absolute/relative, loess, meso thermal, micro-climate, migration, monosyllable, monsoon, municipalities, nation, nationhood, nationalism, nation states, nomads, overpopulation, ozone depletion, per capita gross domestic product, perceptual region, peninsula, philosophy, phonetics, physical features, physiography, places, plateau, pollution, population density, population policy, prime (?) city, prime meridians, principle meridians, principle parallels, projected population, region, relationship, rural population, saltwater wedge, sediment, starvation, steppe, tectonic plates, totalitarianism, typhoon, urban population, volcano, world view.

SUMMARY

Adaptable Levels
6-12

Related Themes
TPDC, CCC, IPG, IGC

Values
Appreciation of similarities and differences within China and among cultures on a global level

Skills
Application of relative and absolute location, estimating distances by scale, researching and interpreting data

Integration
Math, reading, writing, language, geography, history

MATERIALS NEEDED

For the whole class: globe; floor map of world or small outline maps of East Asia, China, USA, and world; map of China; yarn; tape; compass (optional); place cards; direction folders; data handouts on population, geographic, and production distribution. For small groups: atlases, inflatable globe, yarn, scissors, tape, paper, and pens. For in-depth study: overhead transparency machine, four overhead transparencies of East Asia, marking pen for transparencies.

INITIATION (Inquiry, Preview, Involvement)

1. Suggest that the classroom is a world map where in we must locate the country, state and city we live in before embarking on a trip to China. Discuss confusion on direction and distance from having only relative location.
2. Lay out a large floor map. Using known reference points, a local map and compass, determine the position using cardinal directions.
3. Form a human Compass Rose by orienting direction folders. On the floor map position colored yarn and vocabulary labels to review major location references. Ask students to illustrate and describe destinations in precise terms like relative and absolute, cardinal and intermediate. Indicate need for precision and knowledge.

DEVELOPMENT/DATA COLLECTION AND ORGANIZATION:

1. Form small groups for traveling to different destinations. Using inflatable globes and yarn ask each group to measure the distance to be traveled by marking the yarn onto the globe. Use known reference points.
2. Ask the group to explore and research other options for traveling the same distance. Use data base sheets to record data from atlases, handouts, vocabulary sheets, etc. for terminology to assist in making records. Keep the assigned tasks within groups. Then compare and contrast all groups' findings.
3. Repeat #1 and #2 for determining population density, resource distribution, geographical layout, arable land availability, etc. by handing out data sheets. Lie overhead map of China and overlay map of other world countries or parts of continents (e.g., compare size of USA and Indiana with China. Compare Europe with China, Africa with China, etc. Do the same with population density, production of country, and arable land available. What does the picture show?

EXTENSION:

An alternative or addition to Development #3 can be accomplished by using our floor world map (c.f. Initiation #2) and lay out on the paper the worlds' continents. Using population density and arable land availability data sheets determine the percentage of water and land. Use the string to border the percentages. Ask the students to stand in their piece of the world pie and find out how they are encroaching themselves upon their land in their country/continent. You may separate groups into different continents by students drawing an identifying marker which % has been predetermined by the teacher. The same concept can be accomplished, but in a shorter amount of time by using an apple representing the world and cutting away the percentage of water, mountains, deserts, etc. on the globe until...what is left?

ASSESSMENT:

1. Using data sheets, maps, etc. students will research patterns of indicators and make statements to be further researched throughout the term about China in particular as well as China and the world.
2. Students compare and share conclusions using proper terminology and key questions for guidelines.
3. Have students assess their own work/ performance individually as well as their group work according to set criteria and rubrics.

KEY QUESTIONS:

1. What patterns do you notice about directions, features of people, environment, geophysical, population, resources and technological distributions, climates, etc.?
2. Describe the differences and similarities of the above mentioned characteristics in China, USA, Latin America, Europe, Africa and Australia?
3. What causes these changes?
4. How does this compare to USA, Indiana, Bloomington or your hometown? (Can you use Bloomington instead of Indianapolis, Goshen, or Logansport? Why or why not?)
5. Why do you think we should or should not study China?
6. How different and similar is China compared to USA?

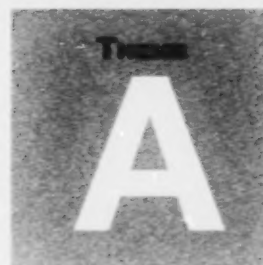
ALTERNATIVES:

Use above guidelines to make a term unit by using each week a different theme. Make a timeline on a wall in the classroom and have students mark down events of importance throughout the semester. Expose students to reading news about China and global issues to be shared each day before class starts. Students will discover and receive additional clues as to ways of governing (dynasties vs. kings vs. presidents), how institutions work, how their philosophies differ, macro- vs. micro-environments, what ethnicity is, how nation-states are formed, etc. And finally, we can now answer the question: Why is it important to study China now that we are at the brink of the 21st century.

REFERENCES:

Geography for life, National Geographic Standards, Washington, DC. National Geographic Research and Explorations 1994 (ISBN #0-7922-277501).

For students: library, current world atlases, almanacs, etc.



China and Taiwan

Steve Williams
Ladoga Elementary School

PURPOSE

To gain an understanding of how China and Taiwan have evolved. After developing an understanding of the history, geography, economics, and culture of both governments, students compare and contrast information about both and make inferences about the future of these governments.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships between governments.

KEY VOCABULARY & CONCEPTS

Government, culture, population, population density, political differences, birth rate, death rate, growth rate, technology, family planning, trade, domestic growth rate.

MATERIALS NEEDED

Encyclopedias, world almanacs, transparencies or chalkboard for data retrieval, data retrieval papers for all students, card catalog or computer terminal (optional: atlas disk "Elementary Reference Bundle CB Library").

INITIATION (Inquiry, Preview, Involvement)

Ask class where China is located, what continent it is a part of, the island the Nationalist Chinese fled to in 1949, and facts about the culture. Divide students into two groups, one to research China and the other to research Taiwan.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Take class to the school library to begin their research.
2. Give each student a data retrieval sheet.
3. Each group proceeds to gather data from encyclopedias, world almanacs, culturegrams, and any books available in the library.
4. Encourage students to obtain data from other libraries or individuals.
5. Make charts and graphs to show results.

SUMMARY

Adaptable Levels

6-8

Related Themes

TPDC, CCC, IPG, IGC

Values

Research, organization of data, comparison, cooperation, toleration, and making inferences

Skills

Comparison, analysis, interpretation, cooperation, research, critical thinking, and listening skills

6. Report findings in a group session. Groups exchange information and records other teams' information on the data retrieval sheet.

7. Students now compare and contrast information.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Have students debate their feelings about the separation of China and Taiwan. Discuss what it means to the Chinese to view China as one country ruled by two governments.

2. Use bulletin board to display current issues for both governments.

3. Select two teams to play knowledge baseball game. Each team bats in their half of the inning until they miss three questions. Then the other team bats. The teacher determines how many innings to play. Just follow the rules of baseball with runners advancing one base with each hit. The team scores when a batter crosses home plate. Total the score to determine the winner. The teacher makes the questions and reads them.

ASSESSMENT

1. Start the unit with a pretest and end with a post-test to evaluate the progress made.

2. Assess achievement based on knowledge baseball game.

3. Grade charts and posters.

KEY QUESTIONS

1. Based on research conducted, how are China and Taiwan similar?

2. Based on research conducted, how are China and Taiwan different?

3. How do the schools and educational systems compare?

4. Note differences in population and population density.

5. What are the important items of trade and technology for both countries?

ALTERNATIVES

1. Be the host school for academic bowl with neighboring schools.

2. Ask a student to report to the newspaper about activities.

3. Have teams sort notecards and categorize facts on China and Taiwan.

4. Have teams prepare cultural fair for PTO meeting.

5. Get resource people from universities or work places.

6. Visit both countries.

7. Collect items from China and Taiwan.

8. Visit Chinatown in a major city.

9. Discuss agricultural methods with US agricultural agent.

10. Observe competition of athletes in the Olympics.

11. Interview people from China and Taiwan.

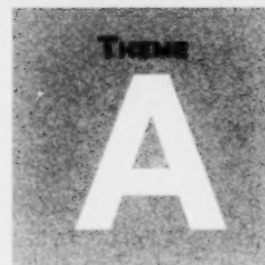
12. Use pen pals from both countries.

Data Retrieval Sheet by Themes and Countries

Name _____

Home Country _____

Themes	Country	Country
P-People		
P-Place (Location) (Region)		
E-Environment (Resources)		
C-Culture (Language/ (Celebrations)		
C-Continuity (History/Heritage)		
C-Change		
I-Institutions (Religions/Education)		
P-Power (Leaders)		
G-Government		
T-Technology		
P-Production		
D-Distribution		
C-Consumption		
IGC—Indiana's Connections with Country		
IGC—Country's Connections with Indiana		



Current Pollution Issues

Liz Norris
Oak Hill Middle School

PURPOSE

To discover and compare environmental pollution problems in East Asian countries, concentrating on the effects water pollution has upon fish and the fishing industry.

THEME STATEMENT

Pollution is a problem throughout East Asia and has an impact on the environment.

SUGGESTED TIME:

Two or three class periods of 45 minutes each.

KEY VOCABULARY & CONCEPTS

Environment: The sum total of the conditions of the surroundings within which an organization, group, or object exists.

Pollution: The state of being harmfully affected.

Acid rain: Precipitation charged with an excessive amount of acid droplets are converted to acids in the atmosphere.

Acidification: To increase the concentration of hydrogen ions in a solution.

Sewage

Deforestation: The permanent removal of forest.

Erosion: The processes of the wearing away of the land surface by natural agents.

Pesticides: A chemical substance used in killing insects or other animals regarded by human beings as being harmful to them and their activities.

Encroachment

MATERIALS NEEDED

Pollution research sheet, research materials, clear quart or gallon jar, bit of cloth on a string, pop tops, small containers of soil, fertilizer, pancake syrup, salt, paper dots, soapy water, and red and green food coloring.

SUMMARY

Adaptable Levels
K-12

Related Themes
TPDC, CCC, IPG

Values
Knowledge, creative thinking

Skills
Application, comparison, cooperation

Integration
Reading, geography

INITIATION (Inquiry, Preview, Involvement)

1. Tell students: "We have been studying the people of East Asia and the environmental problems of the countries. Today we are studying the pollution problems of East Asia."
2. Have each student draw the name of an East Asian country (Japan, China, North Korea, South Korea, and Taiwan) from a box.
3. Students will research each country for pollution problems. They will look for information on the causes, prevention, clean up, and effects of pollution on their given country.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Put students into groups according to their country to compare and compile information on the causes, prevention, and clean up of pollution. Each student compile their information on the given review sheet.

Country _____

Causes of Pollution

Prevention of Pollution

Clean up of Pollution

Effects of Pollution

2. Students separate into groups according to the following criteria:
 - a. The student in each group with the first name alphabetically go to the NW corner of the room.
 - b. The student in each group with the last name alphabetically go to the SW corner of the room.
 - c. The tallest of the remaining students from each group goes to the SE corner of the room.
 - d. The shortest of the remaining students in the group goes to the NE corner of the room. The remaining students may choose a group.

3. Students share the information on their worksheets with each student, completing the following worksheet.

POLLUTION ISSUES

	Causes	Effects	Clean up	Prevention
China				
Japan				
North Korea				
South Korea				
Taiwan				

4. Teacher and students compile and discuss information orally and write in chart-form on the bulletin board.

EXTENSION:

Teacher does DoRaJi fish activity:

1. Teacher stands in front of the room with a jar full of fresh water and DoRaJi fish. The teacher has the following items beside the water: coke tabs, small container of soil, fertilizer, pancake syrup, salt, paper dots, soapy water, and red and green food coloring. S/he reads the following story.

2. Imagine a clean river as it meanders through a protected wilderness area. In the river lives a DoRaJi fish. How does the DoRaJi fish feel? The DoRaJi fish has lived in this stretch of the river all its life. But now it decides to go on an adventure and explore the area downstream. It swims toward the big city of Seoul in the Han river.

3. The DoRaJi fish swims into farm country. It passes a freshly plowed river bank. It begins to rain and some soil erodes into the river (Dump soil into the jar). How does the DoRaJi fish feel?

4. The DoRaJi fish nears a housing complex on the outskirts of Seoul. Some fertilizer from the farms and the lawns washed into the river awhile ago (Place fertilizer in jar). The fertilizer made the plants in the river grow very fast and thick. Eventually the river couldn't furnish them with all the nutrients they needed. They died and are starting to decay. The decomposition is using up some of the DoRaJi's oxygen. How does the DoRaJi fish feel?

5. The DoRaJi fish swims under a highway bridge. Some buses traveling across it are leaking oil. The rain is washing the oil into the river below (Pour pancake syrup into the jar). How does the DoRaJi fish feel?

6. During a recent cold spell, ice formed on the bridge. County trucks spread salt on the road to prevent accidents. The rain is washing salty slush into the river (Put salt in the jar). How does the DoRaJi fish feel?

7. The DoRaJi fish swims past the city park. Some picnickers throw their trash into the garbage can. The wind is blowing it into the river (Sprinkle paper dots into jar). How does the DoRaJi fish feel?

8. A family is boating near the park. It is a warm day and they have cans of pop. When they are finished they throw the cans in the river (Put metal pop tops into jar). How does the DoRaJi fish feel?

9. Several factories are located down river from the city. Although regulations limit the amount of pollution the factories are allowed to dump into the river, the factory owners don't always abide by them (Pour hot soapy water into jar). How does the DoRaJi fish feel?

10. The city's waste water treatment plant is also located along this stretch of the river. The pollution regulations are not as strict as they should be and a section of the plant has broken down (Squire two drops of red food coloring into the jar). How does the DoRaJi fish feel?

11. Finally, Fred swims past a hazardous waster dump located on the bank next to the river. Rusty barrels of toxic chemicals are leaking. The rain is washing these poisons into the river (Squeeze one drop of green food coloring into the jar for every leaking barrel). How does the DoRaJi fish feel?

ASSESSMENT:

Students will be given points for completion of each worksheet based on the following criteria: Four points--in-depth; three points--fairly complete; two points--minimal; one point--sparse.

KEY QUESTIONS:

1. How do you feel?
2. What can be done to help the fish?
3. Could this happen in the US?
4. What can you do to help?
5. Will you do it?
6. What other pollution problems do we have in the US? What are similar problems found in Asia?
7. Are there any global organizations working on pollution problems?

THEME

A

The Earth Apple

Susan Benton
Mt. Vernon Middle School

PURPOSE

Familiarize students with the geography of the Asian continent, construct a visual representation of Asia on a spherical object, incorporate the concept of relative location into a scale model, review basic geographic terminology, creatively use materials to produce a representation of a globe, and correctly locate countries, capitals, and land forms on an outline map.

THEME STATEMENT

Students need to incorporate the idea of relative location and basic geographic terms in order to become informed citizens of the "global community".

SUGGESTED TIME:

Two or three class periods of 45 minutes each.

KEY VOCABULARY & CONCEPTS

These definitions must come from students' glossary: latitude, longitude, north pole, south pole, equator, prime meridian, Arctic Circle, tropic of Cancer, tropic of Capricorn, international date line.

MATERIALS NEEDED

Large blue balloons, paper maché (make both prior to start of activity), sewing notions (yarn, buttons, sequins, etc.), scissors, glue, markers/crayons, patterns (outlines for continents/countries), atlas, blue paint.

INITIATION (Inquiry, Preview, Involvement)

1. Display and lead a discussion of one, two and three dimensional objects.
2. Ask the following questions and list responses on chart or transparency for future use:
 - a. Which one would be the best representation of the earth? Why?
 - b. How do we know where a particular place is on the earth? (relative vs. absolute location)
 - c. Discuss the differences between relative and absolute location.

SUMMARY

Adaptable Levels
 5-8

Related Themes
 TPDC, CCC, IGC

Values
 Appreciation of creativity, respect and value others (group and social skills), dispel misconceptions about different cultures

Skills
 Application of relative location, analysis of geographic terms, creativity, group work, map skills

Integration
 Math, reading, science

- d. How could we locate the continents on a globe?
- e. What would we need to know before we could do this?
3. Arrange the desks like a grid, placing them N, S, E, W in the room.
4. Pass out latitude longitude coordinates on 3"x 5" cards.
5. Students must use the coordinates to find their seat. Hint: middle row = equator.

DEVELOPMENT (Instruction, Data Collection, Organization)

Day 1 and 2:

1. Review basic geographic terms (vocabulary listed).
 2. Divide class into groups of three.
 3. Distribute paper maché "globes".
 4. Direct students to place the following items on their "globe": equator, north pole, south pole, prime meridian, international date line, tropic of Cancer, tropic of Capricorn, Arctic Circle.
- * It is best to make this portion of the lesson as open-ended as possible so as not to inhibit creativity. Allow students to use provided materials as well as any materials that they might bring.

Day 3 and 4:

1. Distribute outline map (of whatever country is being taught at the time).
2. Provide a list of important cities, mountains, bodies of water (teacher discretion).
3. Review with students. Let them use the text or other maps to locate and label these places.
4. Distribute a pattern of the particular country being studied (the size of the pattern would depend on the size of the balloon globe provided).
5. Students must work in their groups to figure out where the country would be correctly located on the "globe".
6. Important cities and physical features can be added before after students glue the outline to the globe (teacher discretion).
7. Eventually, as new countries are being studied, they are added to the "globe" until the entire continent of Asia is complete.
8. This could be a year long project where all of the continents are eventually added or only continents of the eastern hemisphere.

EXTENSION:

1. Students plot coordinates on graph paper to make a picture or a game.
2. Theorize: if balloons deflated, what would happen? (continental drift theory, plate tectonics)
3. Map review game:

Materials:

- a. Alphabet cards (enough for four teams) are created by teacher on cards large enough to read at a distance (3" x 5" cards; make extra vowel and consonants).
- b. Preferably each team's cards are made on a different color of paper/card.

Goal/directions:

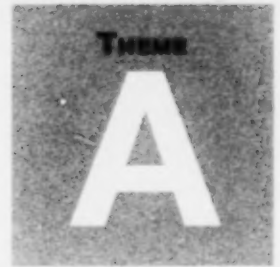
- a. Teams compete to spell a word (city, capital, mountain, body of water) found on the particular map being studied.
- b. As the teacher points to a specific place/object on the map (overhead), students confer about the answer and use the cards to correctly spell the place/object.
- c. The first team to correctly display the word wins the round.

*This could be adapted for vocabulary review as well.

ASSESSMENT:

Use following rubric to assess work: E- excellent, A- above average, S- satisfactory, N- needs work.

1. Test students with countries, capitals and land forms on a map.
2. Did every member of the group participate?
3. Did each team member do their assigned task in the activity?
4. Was this project creative?
5. Were the items correctly located on the "globe"?



Exploring East Asia

Diane E. Eltzroth
St. Simon School

PURPOSE

To gain and apply knowledge of East Asia's people, places, characteristics, and geographic features while using geographic and critical thinking skills.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships

SUGGESTED TIME:

One class period.

KEY VOCABULARY & CONCEPTS

Whatever is chosen for the games.

MATERIALS NEEDED

Pictures of East Asia mounted on sheet of paper or a board to make one or more "games", a bag of artifacts, globes, research materials such as text, almanac, atlas, etc., an answer sheet numbered for the answers to all games.

INITIATION (Inquiry, Preview, Involvement)

On a previous day take some time to brainstorm with students on their knowledge of East Asian countries. If this is done at the beginning of the unit, they may want to take notes on the items written on the board. If it is done at the end of the unit, this may not be necessary. Explain that this information will be used for a game the following day.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Divide class into groups of no more than four. Each group needs an answer sheet numbered for each game in the series. The size of the class will determine the number of games needed. The team needs to choose a secretary to write down the answers.
2. Hand team their "game" face down. At the signal, students turn over game and work together to complete it within a 3-5 minute limit. When time limit is reached, they pass game to the next group until each team has played all games.

SUMMARY

Adaptable Levels

6-adult

Related Themes

CCC, IPG

Values

Appreciation of different talents, group cooperation, value of accrued knowledge

Skills

Group cooperation (note: many normally "weak" or "special" students excel at identifying things to the amazement of brighter students), research skills, critical thinking skills

Integration

Science, history, geography, architecture

3. Suggested games:

- a. Pictures of important people in East Asian history such as Confucius, Mao Zedong, Emperor Hirohito, Chiang Kai-shek, a samurai warrior, Commodore Perry, etc.
- b. A list of latitude and longitude designations for identification.
- c. Short descriptions of physical features or a map with items marked for identification.
- d. Descriptions of religions or philosophies to be identified.
- e. List of critical thinking questions that use general knowledge related to climate, form of economy and government, availability of resources, population, etc.
- f. Grab-bag of artifacts to be identified such as a Buddha, torii image, chopsticks, kimono, haiku, pictures of Hiroshima after the bomb was dropped, etc.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

More games can be added. If this is at the end of a lesson, games could be played without using resources. This game can be played for anyplace in the world. Segments of the game could be added to other units for review throughout the year.

ASSESSMENT

Group cooperation, effective use of resources, number of right answers.

THEME

A

Geography: Political Map

Liz Norris
Oak Hill Middle School

PURPOSE

Learn the countries of East Asia by studying country shapes and the country's location in relation to East Asia, Asia, and the world.

SUGGESTED TIME:

One fifty minute class period.

KEY VOCABULARY & CONCEPTS

Political map: Map depicting boundaries separating countries and/or provinces within those countries.

Physical map: Map depicting the land formations (mountains, valleys, basins, etc.) and water features (rivers, lakes, etc.) of the Earth or region of the Earth.

Hemisphere: Half of a sphere (northern and southern divided at the equator, eastern and western at the Prime Meridian).

Equator: Latitude zero degrees; an imaginary line running east and west around the globe and dividing it into two equal parts known as the Northern and Southern Hemispheres.

Relative location: Location of a place or region in relation to other places or regions.

Prime Meridian: (Greenwich meridian) zero degrees; standard meridian from which longitude is measured.

Boundary: A line of demarcation between countries.

Map legend: An explanation, a key to, the symbols used on a map or diagram.

MATERIALS NEEDED

Whole group: globe, classroom map, political map. Each student: atlas or East Asian maps, 11" x 17" blank piece of white paper, pencils, stick and round pretzels, red dots, glue.

INITIATION (Inquiry, Preview, Involvement)

1. Using a globe, orient the students to the location of each Asian country. Have students orally identify the hemispheres that the countries are located in and their locations in relation to the poles, equator, and Prime Meridian.

SUMMARY

Adaptable Levels
 3-12

Related Themes
 CCC, IPG

Values
 Appreciation of art; creativity;
 knowledge of location

Skills
 Application of visualization
 and memorization

Integration
 Reading, art, geography

2. Using the pull down map, atlas sets or given maps, discuss the relative location of each country.
3. Have the students study the atlas map and visualize a map of East Asia in front of them.
4. Have the students point to each country with eyes closed as the teacher calls out each country.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Give each student a 11" x 17" blank piece of construction paper and have each student choose a country.
2. Have students draw their country filling the page as much as possible.
3. Students trace their country with glue placing the pretzels onto the outline.
4. Students glue the red hots on the location of the capital.
5. Students may eat left over red hots and pretzels.
6. Have students guess the countries by their shapes.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

Have students place the countries on the floor in relative location to one another. Place in a safe drying place!

ASSESSMENT:

1. Through group discussion students will share map skills by answering key questions.
2. Rubric method of evaluation.
3. Students correctly identify countries and their capitals on a blank map of East Asia.

KEY QUESTIONS:

1. Which hemisphere is each country in?
2. How do you know which hemisphere the country is in?
3. What is the country's relative direction in relation to the other countries?
4. What did you find difficult about drawing the countries?
5. What problems were created when the countries were assembled on the floor? Why were there problems?
6. What conclusions can be drawn from this activity?

ALTERNATIVE:

This activity could be used with any unit of study. Students could use this as a home study activity also using their imagination as to what items could be used to outline the countries.

RESOURCES:

Textbook atlas.



Japan's Environment

Diane E. Eltzroth
St. Simon School

PURPOSE

To identify physical geographic features of Japan, research Japanese adaptations to challenging geographic features and hypothesize about the national characteristics that resulted from these adaptations.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships. Integration: Science and language arts.

SUGGESTED TIME:

Two to three class periods

KEY VOCABULARY & CONCEPTS

Volcano, earthquake, cohesiveness, homogenous.

MATERIALS NEEDED

Six round paper disk labeled: Japan's physical environment (6 inches), land formation (5 inches), climate, volcanoes, natural resources, earthquakes; strips of colored paper on which to write characteristics; research materials for each group: almanac, National Geographic issues, World Today series, atlases, texts, etc.

INITIATION (Inquiry, Preview, Involvement)

Help students create a mental picture of a country that has little of the resources we consider necessary for its people to survive and compound it with a frequency for major physical disasters. Have pictures of Bangladesh to show what can be the result in one such country. Compare this to Japan. Lay the disk for Japan's physical environment on the floor.

DEVELOPMENT (Instruction, Data Collection, Organization)

As you ask students about possible physical disasters, lay the other disks around the first with room to create "rays" around the first.

1. Divide the class into groups of three or four and give each group research materials. From these, they should fill out specific information about the geographic features in Japan (e.g.,

SUMMARY

Adaptable Levels

6-adult

Related Themes

IPG

Values

Group problem solving, social responsibility, positive environmental adaptation

Skills

Observing, researching, hypothesizing, interpreting

number of earthquakes, severity of location, etc.). The information should be put on "rays" around each disk.

2. Once students have enough rays around each disk, begin a new web with a large disk at the center: "Japanese adapt to their geography". The class as a whole should brainstorm possible adaptations such as the maintenance of a homogenous society, the use of technology to deal with prevention of destruction, the placement of cities, etc.

3. Have each group connect physical features with adaptation.

ASSESSMENT

Rubrics used in assessment: 1 = task is done quickly, everyone contributes, associations made within the group; 2 = takes longer to begin task, some members do not contribute, less effort making associations; 3 = sloppy work with little thought or lack of respect for work within the group.

1. Students identify at least five specific descriptions of physical disasters.
2. Students identify adaptations and connect them to the problem to be dealt with.
3. Students each contribute to research and work together to hypothesize.

THEME

A

North and South Korea

Steve Williams
Ladoga Elementary School

PURPOSE

For students to gain knowledge about how North Korea and South Korea are similar and how they are different. Students should develop an understanding of the culture, history, geography, and government of both countries, and make inferences about the future of both nations.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationship.

SUGGESTED TIME:

Eight sessions with fifty minutes per session.

KEY VOCABULARY & CONCEPTS

technology, government, trade, DGR (Domestic Growth Rate), birth rate, death rate

MATERIALS NEEDED

Encyclopedia, world almanac, plain transparencies with markers plus overhead projector or chalkboard, calculator, protractor, ruler, paper, pencil, computer programs on countries and printers, culturegrams for North Korea and South Korea, and data retrieval sheets for both countries.

INITIATION (Inquiry, Preview, Involvement)

Divide students into four groups to do research on North Korea and South Korea. Ask students if anybody knows what continent North Korea and South Korea are located on. Ask students if the US was ever involved in a war in the Korean area. Ask students if they know anyone who fought in that war. Ask if anyone knows which country was our ally. Ask students what other information they know.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Take the four groups of students to the school library.
2. Give each student data retrieval sheets for both countries. Explain to students how they will

SUMMARY

Adaptable Levels

6-8

Related Themes

CCE, IPG, TPDC, IGC

Values

Researching (gathering data), organizing data, comparing and contrasting countries, and making inferences about the future

Skills

Comparing, contrasting, interpreting, analyzing, cooperation, researching, critical thinking

Integration

Anthropology, technology, government, history, math, sociology, and economics

use books and computer programs to gather data on North Korea and South Korea.

3. Assign two groups to gather data about North Korea. Have one group start with data items at the top of the retrieval sheet. The other North Korean study group begins at the end of the data retrieval sheet and works from the end to the beginning of it. The South Korean study groups repeat the same process. When the groups complete their study of North Korea, they research South Korea, etc.

4. Have students orally help to answer the data retrieval questions for North Korea and South Korea. Record responses on transparency or large charts (always good not to erase info).

5. After this exercise instruct each group to make charts and graphs to show how North Korea and South Korea are similar and different.

6. Each group presents its findings to the class, and students form their answers to the key questions.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Combine two teams to represent North Korea and two teams to represent South Korea. Have students debate which country is better. Reverse teams if time permits.

2. Students post information on a bulletin board about North Korea and South Korea. Divide the bulletin board in half for each country's current events which come from magazines, newspapers, and TV news shows.

3. Use facts about North Korea and South Korea to have different teams compete in knowledge games. Teams could play tic-tac-toe using "X"s for one team and "O"s for the other team. Keep score of who wins the most games. The student makes a mark only when s/he answers the question correctly. A wrong answer gets no mark.

ASSESSMENT

1. Teacher could start the unit with a pretest and end with a post-test and evaluate the progress made.

2. Make an assessment of knowledge based on debates and knowledge games.

3. By observing how many students bring information to class about current events on these two countries.

4. Teacher evaluations of data retrieval sheets and graphs made by students.

KEY QUESTIONS

1. Using the retrieval system plus other references, what are the things which are similar for North Korea and South Korea?

2. Using the retrieval system plus other references, what are the things which are different for North Korea and South Korea?

3. Which country seems more open to new ideas?

4. In your opinion, why is this country more open to new ideas?

5. Explain how the differences in government influence North Korea and South Korea differently?
6. Has technology advanced in both North Korea and South Korea? Explain. List ways this affects Indiana.
7. Based on your comparisons of North Korea and South Korea, which country appears to have the better future? Give reasons for your answer.

ALTERNATIVES:

1. Have the winning student debate team challenge the faculty to a debate: kids versus teachers.
2. Have students help select decorations for the room with a Korean theme.
3. Have students help select films and videos for classroom presentation.
4. Have advanced students research more in detail about North Korea and South Korea using such things as the internet and college libraries.
5. Have students interview a person who has lived in the Korean area.
6. Have students contact the United Nations or the regional consulate for more information.
7. Students would have pen pals in South Korea.
8. Students could observe Korean athletes in the Olympics and possibly interview them through the Distance Learning Programs.

REFERENCES:

Encyclopedias or CD roms, world almanac, film and video catalogs, internet, consulates/UN, IU East Asian Studies program, culturegrams for North Korea and South Korea, computer programs on North Korea and South Korea, National Geographic resources, GENI resources, atlas, distance learning opportunities, visits to museums

THEME

A

On the Road Again

Jim Duvall

Tri-North Middle School

PURPOSE

Learn the geographic locations of various Japanese cities and the general topography of the Japanese islands.

THEME STATEMENT

There are many major and historical cities in Japan that are connected via an impressive and extensive system of expressways and national highways.

SUGGESTED TIME:

One class session (fifty minutes).

KEY VOCABULARY & CONCEPTS

Hiroshima, Yamaguchi, Nagasaki, Matsuyama, Tokyo, Kyoto, Kobe, Okayama, Nagano.

MATERIALS NEEDED

Travel map/atlas, string.

INITIATION (Inquiry, Preview, Involvement)

Begin topic by saying, "You've always wanted to work for a professional baseball team. Well, here's your chance. You've just been hired to drive the team bus for the last two weeks of the season. Your team is the Hiroshima Carp."

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Give each student a travel map and a piece of string. Have the students check the length of the string and compare it to the key and decide the number of kilometers it represents.
2. Hand out the two week schedule for the Carp. Tell the students to use their own paper and write down a log of the kilometers traveled for each game (Inform the students that the team always travels on the same day as the game).
3. Inform students that as conscientious bus drivers they should write down any geographic obstacles that might slow down their trip (i.e., mountains, bridges between islands, etc.).

SUMMARY

Adaptable Levels
6-9

Related Themes
CCC, IPG

Values
Appreciate geographic proximity and recognition of topographic changes

Skills
Measuring distances on an atlas while following the paths of major highways. Recognizing potentially difficult travel areas

Integration
Math

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

The students determine the various distances and then write down the appropriate information.

ASSESSMENT:

The students' papers will be graded on a four point rubric scale: Four points for a completed paper that has the correct answers for the "trick questions" (which are the home games); three points for a completed paper with incorrect "home game" answers; two points for a "mostly completed" paper; one point for a few answers; zero for not turning in the assignment.

Class will go over the key questions and check to see who correctly got the "home" answers.

KEY QUESTIONS:

1. Which towns did you not find?
2. What days involved the most traveling? Why?
3. What answers did you get for the home games?
4. What various obstacles did you think might slow down your trips?
5. What did you notice about the Takamatsu (?) and Nagasaki trips? (they're on different islands connected by bridges).
6. What did you notice about the Japanese system of highways? (extensive roadways, a lot of toll roads, similar to the US).

HIROSHIMA CARP SCHEDULE

Monday: Carp at Yamaguchi

Tuesday: Carp at Nagasaki

Wednesday: Off day

Thursday: Matsuyama at Carp

Friday: Carp at Osaka

Saturday: Carp at Nagoya

Sunday: Carp at Tokyo

Monday: Off day

Tuesday: Carp at Kyoto

Wednesday: Carp at Kobe

Thursday: Carp at Okayama

Friday: Nagano at Carp

THEME

A

Relocation vs. Progress

Peggy Smith
Lake Ridge Middle School

PURPOSE

To develop understanding of the needs of those people who will be relocated due to the building of the Three Gorges Dam.

THEME STATEMENT

People who are displaced should be relocated to a place where they can have living and working conditions comparable to those they have now.

SUGGESTED TIME:

Six class periods (4 for research, 2 for presentations).

KEY VOCABULARY & CONCEPTS

Occupation, economy, technological needs, relocation, gorge, dam

MATERIALS NEEDED

For whole group--map of China, encyclopedia, books on economy and geography of China, atlas, almanac, yarn, computer (Internet, if available). For small groups--Colored head pins to show different numbers of people moving.

INITIATION (Inquiry, Preview, Involvement)

1. Discuss why the dam is being built.
2. Suggest that the Three Gorges project will displace close to a million people.
3. Display outline map of Yangtse River area as is--and one of how it will look like after the dam is built.
4. Indicate need to move people to place where they can continue to be productive.

DEVELOPMENT (INSTRUCTION, DATA COLLECTION, ORGANIZATION)

1. Divide class into three teams.
2. Half of each team will research a type of work done by people who will be displaced--the other

SUMMARY

Adaptable Levels
6-7

Related Themes
OCC

Values
Appreciation of needs and human rights

Skills
Integration: Math (distance), technology (education and relocation), science, geography, language arts

Integration
Math (distance), technology (education and relocation), science, geography, language arts

will try to find a suitable place to move those people so that their lives will remain as much the same as possible. Chart data grouping by types of soil, climate, landforms, factories, etc.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

On maps, move colored pins to new locations while explaining what is there and how the people can earn a living there. Entertain questions and comments from others. Include legend to explain population dispersement.

ASSESSMENT

Share conclusions with other groups

KEY QUESTIONS

1. What personal needs of people should be taken into consideration before they are moved?
2. How will you physically move them?
3. How will you prepare the receiving area for the incoming people?
4. What groups (companies, etc.) must help with the relocation?
5. Which factors will be most important in deciding where to relocate?

ALTERNATIVES

Make movements on some basis other than economic considerations

REFERENCES

Encyclopedias, atlases



Station FJHS

*Marilee Keim
Fairfield Jr-Sr High School*

PURPOSE

To make students aware of world locations and events and their impact on our lives.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about world relationships.

SUGGESTED TIME:

Five to ten minutes every class period.

KEY VOCABULARY & CONCEPTS

Will build in journal all year.

MATERIALS NEEDED

Newspapers, magazines, journals, bulletin board.

INITIATION (Inquiry, Preview, Involvement)

1. Write the headlines on national and world events from the daily newspaper on the chalkboard.
2. Lead a discussion about each of these news items.
3. Introduce the Station FJHS Bulletin Board to be decorated as a radio or television station.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Assigned student gives newspaper item to teacher on day of assignment.
2. Student reports news items to class using their own words.
3. Student asks for class response.
4. Students shows world location on map.
5. Student staples news items on station FJHS bulletin board.

SUMMARY

Adaptable Levels
5-12

Related Themes
All

Values
Responsibility and citizenship

Skills
Reading, leadership, map
reading

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Teacher writes all major news headlines on chalkboard each morning.
2. After the student report the teacher leads discussion about each news item.

ASSESSMENT

1. All students write board items in their own station FJHS notebook.
2. Students respond with additional news items.
3. Quizzes given every two weeks.

THEME

A

Tour Guide

Jim Duvall
Tri-North Middle School

PURPOSE

Locate various landmarks throughout Seoul, Korea. Write summaries on the importance of these landmarks. Determine distances from a set point to those landmarks.

THEME STATEMENT

Students need to learn about different types of cuisines from other countries. Different types of foods, preparation techniques, and customs should be introduced.

SUGGESTED TIME:

One class period.

KEY VOCABULARY & CONCEPTS

Kyongbokkung Palace, Olympic Park, Mount Puk'ansan.

MATERIALS NEEDED

Paper, pencils, string, several tourist maps of Seoul, encyclopedias, Microsoft Encarta (cd-rom), any Korean travel book or brochure.

INITIATION (Inquiry, Preview, Involvement)

1. Suggest to the students that their class is taking a field trip to Seoul, Korea. Once in Seoul, a student will need to serve as a tour guide for the group. A list of five recommended places within Seoul has been provided to the student. To assist their classmates understand and appreciate the places, each tour guide should write a three to five sentence summary about the cultural importance and history of each place.

2. Point out the various tourist maps located in the room. Using the local roads and highways, the students should determine the distance to each location from the class' hotel which is located at the corner of _____. This information will help determine the daily schedule of events.

SUMMARY

Adaptable Levels
7-12

Related Themes
OCC

Values
Gain awareness about certain Korean landmarks and their relative geographic proximity

Skills
Approximating distances, summarizing important information

Integration
Math, language arts

DEVELOPMENT/DATA COLLECTION AND ORGANIZATION:

1. Hand out the list of places that the students will be researching. Oversee the students as they wander about the classroom utilizing the available resources.
2. Recommend to the students that a small piece of string is often the best tool to use when measuring distances on winding roads.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

Using volunteers, introduce each of the Korean landmarks on the list. Have a few students read aloud what they have written about that particular landmark. Depending on what resources they utilized, the answers can be quite different. After a landmark has been presented, use the time afterwards to discuss what the other students find interesting about the place. Also, ask the students how many miles/kilometers the landmark is away from their hotel.

ASSESSMENT

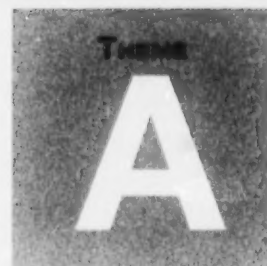
Use a two point rubric scale: Two points for a completed paper (including distances); one point for a partially finished paper; zero points if the work is not turned in.

KEY QUESTIONS:

1. When was the Kyongbokkung Palace originally built?
2. What made the Secret Garden secret? Whose garden is it?
3. Why was Olympic Park built? What was the most interesting item(s) inside of it?
4. How far away from the hotel is the War Memorial? Who is it dedicated to?
5. Name some items that can be found on Mount Puk'ansan.

REFERENCES:

A Window on Korea, cd-room, Korean Overseas Information Service, 1994.
Welcome to Korea, pamphlet, KOIS.
"Tourist Map of Seoul"; Korea, pamphlet, Korea National Tourism Corporation.
Traveler's Korea, pamphlet/tour book, KNTC.



Trade: Indiana and China

*Kathy Voegel
Castle Jr High*

PURPOSE

To find similarities and differences between the United States and China. To build a better understanding of East Asian people, places, and environment through comparison with those of the United States.

THEME STATEMENT

To compare the provinces and cities in China with North American (US) locations.

SUGGESTED TIME:

Two days, sixty minutes of homework.

KEY VOCABULARY & CONCEPTS

Province: A governing entity in China.

Special Economic Zone: Special economic privileges are given to certain areas of Communist China. Special incentives are given to foreign companies to form alliances with native businesses. Communist China is encouraging investment and expects that exports will bring in capital and profits.

Joint Venture: Direct investment in Chinese economy by foreign industries and businesses. Joint ventures benefit both sides. The Chinese provide the cheap labor, raw materials, infrastructure (transportation, communication, and electricity), and markets for the product that is produced. China gains high productivity, labor and management training, and economic growth which is 10%! The US economic growth is a stagnant 3%! The foreign investor provides the capital, technology, expertise, and marketing skills and reputation. The foreign investor gains lower labor and material costs, diversification, and expanded markets.

MATERIALS NEEDED

World atlas, political map of Chinese provinces, student maps, student handouts, world almanac, political map of the United States.

INITIATION (Inquiry, Preview, Involvement)

1. Ask students to describe China in a few words. Write the student responses on the board.

SUMMARY

Adaptable Levels

6-10

Related Themes

IPG

Values

Understanding, knowledge

Skills

Reading documents, compilation, collation, and analysis of data, and drawing conclusions

Integration

Geography, history

2. Gather from students stories they have heard about China or associations they have of it (c.f. stories of digging to China or the necessity of cleaning one's plate since there are people starving in China). Challenge these stereotypes.
3. Divide the students into pairs. Make sure they have textbooks, folders, handouts, almanacs, world atlases and pens.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Describe similarities and differences between the following US and Chinese locations.

San Francisco, California	Sichuan Province
Georgia	Guangdong
Washington, DC	Shanghai
Miami, Florida	Hainan
Hawaii	Beijing

2. Locate and label the cities and provinces on the map of East Asia and the cities and states on the map of the US.
3. Find the latitude of these regions or cities.
4. Study the locations and use the following geographic features to compare how the Chinese and American regions are similar and how they are different. Examine territory (size and position in relation to bodies of water), land and elevation, topography, waterways and oceans, land use, latitude, climate zones, and any other features that you see.
5. On a sheet of paper students make four columns labeled Chinese Place or Region, US Place or Region, Similarities, Differences. Complete the form with the resources provided.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

After partners have completed compiling information about China and the US, combine two pairs into a group for a comparison of answers. Discuss any surprises or interesting similarities that were found.

REFERENCES

China National Tourist Office, Empire State Building 333 West Broadway, Suite 201 New York, NY 10118 or 350 Fifth Avenue, Suite 6413 Glendale, CA 91204

Tourist Information Telephone numbers: China Travel Service Ministry: 8 Dong Jiao Min Xiang
Beijing (01) 513-0828 Shanghai (021) 439-0630 Guangdong (020) 667-7422

Order booklets for students.

China: Yours to Discover: Official Guide to China Travel

China National Tourist Office

60 East 42 Street, Suite 3126

New York, NY 10165

STUDENT HANDOUT:

CHINA/NORTH AMERICA COMPARISON CHART

CHINESE PLACE OR REGION	US PLACE OR REGION	SIMILARITIES	DIFFERENCES
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1.

2.

3.

4.

TEACHER'S ANSWER SHEET:

CHINESE PLACE OR REGION	US PLACE OR REGION	SIMILARITIES	DIFFERENCES
1. Shanghai	San Francisco	Coastal plain. Important port cities. Cultural centers for the arts. Climate affected by the Pacific Ocean.	San Francisco is further North (37°) than Shanghai (31°). San Francisco is on the West coast, Shanghai is on the East coast. Shanghai's climate is affected by monsoons. Shanghai has a larger population.
2. Sichuan Province	Georgia	Latitude: Sichuan (31°N), Georgia (33°N); reddish soil. Warm, moist climate. Important crops: rice and peanuts.	Sichuan's population is larger. Sichuan is farther inland. Georgia is on the coast.
3. Hainan	Hawaii	Islands off the coast. Same latitude (19°). Both are located in the Pacific Ocean. Food crops: pineapple, sugar cane. Subtropical. Mountains and coastal plains. Climate affected by Pacific Ocean. Both have substantial Chinese ethnic populations.	Hainan is part of Guangdong Province. Hawaii is a state. Hawaii is more than one island.
4. Beijing	Washington, DC	National capitals. Both located around 40°N. Climates. Center for political, economic, cultural leadership.	Beijing has larger population. Washington is on the Atlantic and Beijing is on the Pacific coasts. Beijing is further from the coast.

CHINESE PLACE OR REGION	US PLACE OR REGION	SIMILARITIES	DIFFERENCES
5. Guangdong	Miami	Latitude is approx. 25°N. Subtropical climate. Ports in SE part of the area near or on the coast. Centers of migration to and from other countries. Citrus fruits and rice grown in both.	Miami is on a peninsula. Guangdong is on the mainland. Miami endures illegal immigration.

THEME

A

Water Route Exploration

Diane E. Eltzroth
St. Simon School, Indianapolis Indiana

PURPOSE

To gain knowledge of China's geography and lifestyles along important water routes such as the Grand Canal, Huang He (Yellow River), Yangtze, or Xi rivers.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

SUGGESTED TIME:

Two class periods and homework

KEY VOCABULARY & CONCEPTS

Chinese landmarks (depending on water route)

MATERIALS NEEDED

Wire hangers, colored note cards, string, construction paper, National Geographic(s), China travel guides and brochures, encyclopedias, atlases

INITIATION (Inquiry, Preview, Involvement)

Ask students if they have ever been on a river cruise. If not, ask what kinds of things they think they would see on a cruise down the Ohio or the Mississippi. Next, ask what they think they might see traveling along a river or the Grand Canal in China. Tell them they are all going on a trip but first they must fill out an application for a passport and a Chinese visa. When they return these documents, they will be given travel guides to plan their journeys.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. On the first day, upon delivery of travel documents, they will receive travel guides and instructions to look for landmarks, architecture of buildings, landforms, types of architecture, important cities, etc. Students are to find pictures of as many things as possible on their journey to add to a mobile. Each picture should also have an index card attached with a brief description.

2. Latitude and longitude of the source and mouth of the river should be listed on a card attached to the bottom of the picture.

SUMMARY

Adaptable Levels

K-12

Related Themes

CCC

Values

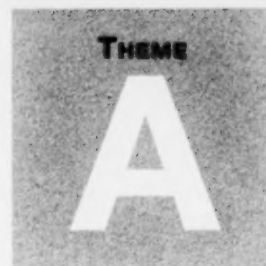
Appreciation for land use, architecture, and physical geography

Skills

Research, organization, design, writing, mapping, latitude, and longitude

Integration

Art (architecture), science, math, speech



What's Out There?

Geoff Aiken
Batchelor Middle School

PURPOSE

To teach longitude and latitude. To show directional relationship of classroom on cardinal rose. To connect town to the world. To teach how to find distance on a globe.

THEME STATEMENT

Humans create spatial views and graphic perspectives of the world to make uniform and critical decisions about relationships.

SUGGESTED TIME:

Two to three sessions.

KEY VOCABULARY & CONCEPTS

Longitude, latitude, cardinal rose, cardinal directions, intermediate directions, degrees, minutes, seconds, landmarks.

MATERIALS NEEDED

Atlas, globes, list of the longitude and latitude of major cities, many 3" x 10" poster board strips

INITIATION (Inquiry, Preview, Involvement)

1. Ask students if they know which direction is north in relation to where they are sitting. Determine the four cardinal directions and the four intermediate directions. Ask students if they know what cities, countries, and continents are in each direction.
2. Review longitude and latitude and how they are used on maps and globes. Go over how degrees, minutes, and seconds are used in measuring longitude and latitude. Use the atlas to determine the longitude and latitude of your home town.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Divide the class into eight groups. Assign each group one of the cardinal directions or one of the intermediate directions.
2. Tell each group that they are going to travel around the world in their respective direction. They are to set out from the school and list any city or landmark they come across. The best

SUMMARY

Adaptable Levels

6-12

Related Themes

IGC

Values

Spatial relationships,
appreciation of distance

Skills

Using longitude and latitude
and the cardinal rose, finding
distance using a globe

Integration

Math

way to do this is to have them use string on a globe to determine the general area the directional line goes through. Then they use an atlas to determine specifically what cities they will come across.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Each group writes down the longitude and latitude of any cities or landmark in their path. They then use the globe to calculate the distance traveled to get to that point.
2. Each group makes signs indicating the city or landmark traveled to and the distance traveled to get there

ASSESSMENT

1. Check accuracy of findings on signs.
2. Students tell other groups what cities/landmarks they encountered. Each group puts the signs up on the wall where their respective directions are and now have a permanent reference to what is in each direction.

KEY QUESTIONS

1. Why is a sense of direction important?
2. What directions have the most cities? The least?
3. What difficulties did you have in doing this assignment?
4. What differences and similarities do you think each city found has in comparison to your town?

THEME

A

Why Build a Dam?

Geoff Aiken
Batchelor Middle School

PURPOSE

To illustrate the complex web that is affected by changing one thing. To show why projects are done despite opposition. To show special interests involved in such a project. To show cause and effect.

THEME STATEMENT

The environment is connected in a couple of complex ways, and humans can cause tremendous change in the environment.

SUGGESTED TIME:

Two sessions.

KEY VOCABULARY & CONCEPTS

Population displacement, "China's sorrow", irrigation,

INITIATION (Inquiry, Preview, Involvement)

1. Talk about a local dam project (if one exists).
2. Ask why a government would want to build a dam. Have the students determine what groups would want a dam and what groups would not. Why do these groups feel the way they do? Discuss the positives and negatives according to each group.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Give background information on the Three Gorges Dam project. Explain the idea of "China's sorrow".
2. Work with the science teacher to study the possible environmental effects associated with such a project.
3. Explore further each of the positives and negatives the students mentioned while doing Initiation Cultures, continuity, change EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation) 1. Work with the science teacher to create an experiment demonstrating how a dam causes decreased river flow, and other environmental problems.
2. Have students determine the long-term effects of such a project by forecasting how the chain of events each problem creates affects the part of the world around the project.

SUMMARY

Adaptable Levels
 7-12

Related Themes
 TPDC, CCC, IPG, IGC

Values
 Respect for the environment

Skills
 Foresight, predicting future consequences, seeing both sides of an issue

Integration
 Science

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

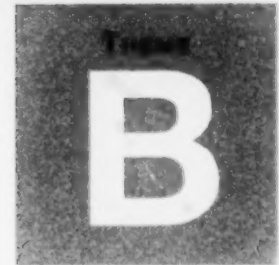
1. Work with the science teacher to create an experiment demonstrating how a dam causes decreased river flow, and other environmental problems.
2. Have students determine the long-term effects of such a project by forecasting how the chain of events each problem creates affects the part of the world around the project.

ASSESSMENT:

1. Have students determine which position they would take on the dam building issue, pro or con, and tell why they chose that position.
2. If time and equal numbers of pro and con, set up a debate between the two sides.

KEY QUESTIONS:

1. Why would a country build a dam?
2. Is improved business a justification for harming the environment? Defend your choice.
3. What would you decide if the decision was yours to make? Why?



Dam Models

James Duvall
Tri-North Middle School

PURPOSE

Understand the complexities and physical difficulties involved with holding back an active river.

THEME STATEMENT

Good ideas and concepts must be technically feasible. Constructing a dam has many positives, but they must be able to fit in with an area's topographical landscape.

SUGGESTED TIME:

Approximately two to three class sessions (continuing throughout the unit).

KEY VOCABULARY & CONCEPTS

Dam, reservoir, hydroelectricity, TVA, Yangtze River, flood plain.

MATERIALS NEEDED

Whole group: construction paper, toothpicks, scissors, popsicle sticks, notebook paper, tape, glue, rubber cement, rulers, yarn, string, notebook cards, cardboard (opt: legos, aluminum, anything else). Teacher: clay/cement model of a river.

INITIATION (Inquiry, Preview, Involvement)

Suggest that the students are all engineers and that the federal government needs their assistance. Show the students the river model (or chute) and dump a pail of water down it. Explain that the river is getting out of control and that the government has determined that a dam is needed on the river. To design and build the dam, the government has turned to them, the best engineers in the country.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Form groups of approximately four students. Each group of "engineers" will be responsible for making a dam, assessing the cost of the dam, and justifying in a paper why they chose their dam.
2. Inform groups that the dam materials are available, but they cost money. The materials range from a 3" by 3" square of construction paper (cheapest) all the way up to legos (most expensive).

SUMMARY

Adaptable Levels

6-12

Related Themes

IPG, PPE, CCC

Values

Appreciate technical advances and understand geographic limitations

Skills

Apply mathematical principles to determining proper dam dimensions. Experimenting with materials to test for water resistancy

Integration

Math, industrial arts, science

The construction paper can cost \$100 per square while the legos are \$5,000 per piece. The toothpicks can be worth \$200 each and the popsicle sticks cost \$1,000 a piece. Connecting material (i.e., rubber cement, glue, string) is free and other materials can be added with a comparable price.

- * The government would like to purchase a dam that is cost efficient but still works.

EXTENSION:

1. Using the model river (which should be approximately 3 feet long and descending at a 30 degree decline) each group will individually position their dam for a test. A small bucket of water will be released down the chute and each dam's effectiveness will be assessed.
2. The group will precede their demonstration by explaining to the class: what materials were used, its total cost, and why they chose those materials. The price and justification paper will be turned in after the demonstration.

ASSESSMENT:

1. Each group will be graded on a two-point rubric scale for their dam: Full credit (two points) if the dam holds back the water for a few seconds or so; one point for an attempt to build a dam and it does not hold back the water; zero points for not completing the assignment.
2. The paper will be on a two-point scale as well: Two points for cost figures and some attempt to justify the dam; one point for some figures or no justification; zero points for failure to turn in assignment.
3. Class interaction and discussion on what problems the groups may have encountered while building their dams.

KEY QUESTIONS:

1. What is the first thing that must be determined when building a dam? (dimensions of the river bed).
2. What restrictions did you face when building your dam? (limited materials, how the total cost was affected, ineffective co-workers, poor planning, etc.)
3. What happens to a river on each side when it's dammed up? (one side goes up, one down).
4. What happens if your farm is on the side that rise? What if it's on the other side?
5. If you live in an area flooded by a dam, how would it affect your life?

THEME

B

Initiative vs. Security

Diane E. Eltzroth
St. Simon School

PURPOSE

To understand the difference between command and market economies such as those in China and Japan.

THEME STATEMENT

Decisions revolving around exchange and economic policies, production, technology, distribution and consumption are global in scope.

KEY VOCABULARY & CONCEPTS

Economics: The way a society allocates its scarce resources to meet the needs of its people.

Scarcity: The condition that exists when there is not enough to meet the demand for a resource.

Human resources: Those characteristics of people used to produce other resources.

Natural resources: Those products occurring within nature that are used to produce something else.

Capital resources: Man-made products used in the production of other products.

Productivity: The amount of output derived from a given amount of input.

Supply: The amount of an item available for sale at a given price at a given time.

Demand: The amount of an item consumers will buy at a given price at a given time.

Price: The amount charged for an item.

Cost: The production expenses of an item.

Profit: The amount left over from the price after the costs have been paid.

Market economy: An economic system in which the means of production are privately owned and decisions regarding production are ultimately made by the demand of the marketplace.

Command economy: An economic system in which the means of production are owned and controlled by a central government.

Traditional economy: An economic system based on the historical bartering system in usually rural areas in which most people follow the occupations of their families in supplying the needs of a community and having their needs met by others doing the same.

SUMMARY

Related Themes

IPG

Values

Initiative, creativity, group cooperation, sharing, competition, and maturity

Skills

Organization, group cooperation, listening, following directions, creativity, design, social interaction, presentation, marketing

Integration

Art, math, science, economics

SUGGESTED TIME:

At least ten class periods, but they do not have to be consecutive days.

MATERIALS NEEDED

Information about the history and design of kites in East Asia, strong paper or light weight plastic, narrow wood strips, strong string, poster board and paper for advertising.

INITIATION (Inquiry, Preview, Involvement)

Offer students two possible life styles: one in which most people were supposedly equally paid, housed, and educated and another where they were allowed to compete for a better life but were responsible for finding and obtaining their own home, job, education. Brainstorm on the board advantages and disadvantages of both systems. Explain that we are going to explore both kinds of economic systems.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Place students in groups of five or six and explain that they will all be constructing kites in a communist environment. Since consumer goods are unnecessary to our country's power, we need to limit capital resources used for them. Students will all receive equal pay regardless of productivity. "Capital resources": one pair of scissors, one pencil, limited paper, pattern.
2. Increase capital resources to more paper, two pairs of scissors, two pencils and narrow wood strips.
3. Increase capital resources to include glue. This is last day for command economy. (Students should be bored with sameness).
4. Divide students into companies for which they must come up with a name. Distribute information on kites. Explain that the following Monday we will begin production within a market economy which means they will now be responsible for the design and production of their company's kites. They are allowed to use any materials they choose as long as they keep a record of all costs. They will have a chance to market their products to the student body but the goal will be to make a profit.
5. Each group will also need to choose two members to make presentations on the history and design of kites to other classes. The rest of the group will be responsible for an advertising campaign.
6. Allow three days in class to design and produce more creative kites but allow students to complete work outside of class if they choose to at home.
7. Plan advertising campaign. Make posters and flyers for hallways, cafeteria, etc. Write P.A. announcements, plan presentation to other classes to stimulate "demand".

8. Explain cost record sheet that must be submitted for all expenses incurred by individual students. They will be reimbursed for material expenses. Any profits will be used for class trip.

9. Conduct sale of kites in the cafeteria at lunch time. Collect cost sheets, tally costs, and reimburse students for materials.

EXTENSION:

This plan can be used for any student-made product that can be made under command a well as market conditions. Valentines have been used, but we are using kites to tie them into the East Asia unit.

ASSESSMENT:

Rubrics used in assessment: 4 = exceptional group cooperation and production; 3 = completed assigned task but with little creativity; 2 = difficulty working together, inferior product; 1 = little effort or success with project.

1. Students hand in daily reports of group production for each student.
2. Observation of students' presentations to younger classes.
3. Observation of group cooperation.
4. Observation of marketing skills.
5. Quality of advertising.

RESOURCES:

Game of the World, UNICEF, any books dealing with production, history and design of kites.

THEME

B

Statistical Data and Maps

*Marilee Keim
Fairfield Jr-Sr High School*

PURPOSE

To teach map and organizational skills and their use as a comparative tool.

THEME STATEMENT

Decisions which involve economic policies, production, technology, distribution and consumption are global in scope.

SUGGESTED TIME:

Four to five fifty minute periods.

KEY VOCABULARY & CONCEPTS

GNP, life expectancy, urban.

MATERIALS NEEDED

Four outline maps of East Asia, colored pencils, 24 note cards (for each student); World Almanac or World Population Data Sheet, world atlas.

INITIATION (Inquiry, Preview, Involvement)

1. Each student will receive 4 outline maps and 24 note cards.
2. On map #1 label Japan, China, North Korea, South Korea, Hong Kong, Macao, Mongolia, and Taiwan.
3. Separate note cards into three groups of eight. Label groups: life expectancy, GNP, % urban. Each card should have a country name plus the category. Sample is provided at the end of lesson plan.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Working in groups of four find the required information for each country. Write it on the appropriate note card. I.e., China life expectancy: 69.
2. Color code the information on the notecards from ascending to descending order: yellow, green, dark blue, red, light blue, orange, brown, black (if data not available).

SUMMARY

Adaptable Levels

6-8

Related Themes

PPE

Skills

Comparison

-
3. Check order and data with group members for accuracy.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Students return to own work station and use the color code system on their maps. Map #2: life expectancy; map #3: GNP; map #4: % urban.
2. Include a title and color key on each map.

ASSESSMENT

1. Students return to groups and discuss possible connections between a country's GNP, % urban, and life expectancy.
2. Save this project for comparison in future world units.



Why Joint Ventures?

*Kathy Voegel
Castle Jr High*

PURPOSE

To look at economic information from countries that might be a good recipients of goods manufactured in China by joint ventures.

KEY VOCABULARY & CONCEPTS

Export: A product that one country sells to another country.

MATERIALS NEEDED

China Business Week Magazine (specifically July 1996) (six copies for the room), Country Report: Economic Intelligence Unit (quarterly), student information sheets, culturegram for country chosen.

INITIATION (Inquiry, Preview, Involvement)

Students will be given a progress report on their joint venture. Each will be congratulated on their fine research and their hard work that made the joint venture with China profitable. The chairman of the board will review the terms of the oral contract that was made with the Chinese. S/he will remind the team members that the trade agreement was for two years and that it is now time to begin looking for a country that would be in the market for the product produced by their company.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Each team will receive current issues of China Business Week and Country Report which can be found in university libraries (such as the Indiana University Business school library). The students will read the intelligence reports and determine which countries might be a good risk.

2. The students will write a letter of introduction for themselves and their company team. The recruit (i.e., the country that might be interested in the product) will expect a letter of introduction and a gift from the United States and Indiana. Decide what types of meaningful gift the team could give. Go over the etiquette rituals when greeting a person East Asia (remember in Indonesia, Islamic culture and customs are predominant).

SUMMARY

Adaptable Levels
6-12

Values
Work ethic, giving and earning respect, following agreements

Skills
Note-taking, decision-making, research skills, ability to use secondary sources

Integration
Geography, economics, history, language arts

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

Students write a journal about their trip to the country that will be their prospective trading partner.

ASSESSMENT

Students as a team will describe how and for what reasons they chose a particular country to be their trading partner. During the discussion following the team presentations, the other group that was assigned the same type of factory and product acts as devil's advocate. Then the students choose one journal that describes a business trip to a prospective trading country and reads it to the class

REFERENCES

China Business Weekly, Country Report.

STUDENT INFORMATION SHEET:

Country Report: Economic Intelligence Unit contains up-to-date information that businesses can use to determine whether a country would be a good trading partner.

Cambodia: Intraparty factions are causing problems. Weather has been unfavorable for food crops causing a severe shortage of food and rampant hunger in the urban areas. In the countryside vegetables and rice are grown. Refrigeration is needed.

Congo: The French ELF drilling company is looking for oil. The US company Chevron has a 30% stake in oil production. The principle imports are food products and refrigerators. Cacao and chocolate are important exports.

Cuba: Foreign investment and imports have been hurt by the Helms-Burton bill that seeks to restrict third party trade with Cuba. This trade restriction by the US is in retaliation for the shooting down of airplanes piloted by Cuban exiles. Cuba needs food and refrigeration units. The Catholic (?) country buys soft drink products from France and still uses paper cartons.

Ethiopia: GDP is growing at 7%. Taxes are high. Limited UN sanctions have been imposed on their neighbor Sudan for its part in the attempted assassination of Hosni Mubarek, Egyptian President, and the bombing of the World Trade Center. Relations with Sudan have been deteriorating due to the good working relationship Ethiopia has with the US.

Indonesia: The death of President Suharto and the lack of a successor has caused political uncertainty. The military is trying to take a prominent position. The economic growth rate is 7%. Industry, transportation, and communication industries are really important. Aircraft design and building, wood processing, and telecommunications have been encouraged. However, energy shortages during the day are quite common. Agriculture, mining, and rice production have decreased. Agricultural products and chemicals are needed. The principle import is nutrient supplements. Exports include crude oil, plywood, natural gas, textiles, and rubber.

Laos: The 6th party has begun reform. Reform has begun. There has been a terrible rice shortage due to weather problems so agricultural products are needed. Laos exports timber, wood products, and textiles. The principle imports are food products and refrigeration units.

Malaysia: The GDP growth rate hit 8%. The 7th Malaysia Plan for 1996 to 2000 will focus on increasing (?) productivity and selected imports. With the population increase, the principle import has become food stuffs. There is concern about feeding the population, especially as dairy farms become less prevalent. Agricultural, mining, and energy products are needed. Manufacturing units, ice box units, and trucks (?) are important imports. Imports are rising faster than exports. Important exports included palm oil and rubber. Cacao and chocolate exports (?) are down. Hog and lumber sales have been hurt by Japan's paying higher prices (?). Tin production is up but aluminum is in short supply. Gas and oil output is good.

The Philippines: The outlook is good for 1996. The GDP (Gross Domestic Product) will grow steadily this year and in 1997. The Constitution was amended to allow the current President to hold a second term in office. Soon a gas-fired plant and nuclear power plants will supply energy to the islands. Electronic companies are needed. The Philippines just recently lost a GM plant that was built instead in Thailand. Access to telephone service has skyrocketed. Cellular phone sales are decreasing. The Philippines currently has a trade surplus. Copper and aluminum are the principle exports. The principle imports include agricultural products. Refrigeration units are selling well.

Singapore: Outlook after the political election is good, but a slow down in the economy will probably hit in 1997. Economic productivity and the GDP is up 10% (the US economic growth is only at 3%). Aluminum wire is needed. Trends in the electronic industry and telecommunications are improving, but the telecommunication monopoly will end in 2000.

Somalia: General Aideed is trying to overcome his tribal rivals, but he is not recognized by the world community. With the end of the civil war, the European Union has begun to rebuild the roads. The principle export is coffee. The principle imports include food and nutritional (?) supplements to help prevent starvation. However, in the rural areas goats' milk is in short supply, but families are wary of the imported white nutritional powder.

Taiwan: Lee Tenghui was recently elected president. He is trying to mend the strained relationship with mainland China. Taiwan economic growth has slowed to 6%, and consumption has also slowed down. Electronics drive the Taiwanese economy, but the falling silicon chip prices will not hurt manufacturers too much. Aluminum is needed for the food packaging industry. Unemployment has climbed to 2%, and the government moved to restrict foreign labor. Exports are up 9%. Imports are down 5%. Taiwan has a 2 billion (US dollar?) trade surplus for the third quarter of 1996.

Vietnam: The outlook is rapid economic growth. The 8th party Congress is undecided whether to encourage free enterprise or restrict trade. The Congress feels that it might be losing control of the population. The majority of people want to maintain tight government control of the economy and the status quo. The "campaign against social evils" (such as westernized clothing) is over. Vietnam is still feuding with Cambodia over border disputes, and relations with mainland China have deteriorated. The GDP has increased 10% (the same increase as in mainland China) but inflation is also 10%. Rice production is up in the Mekong Delta. There have been many energy shortages, or "brown outs". Ho Chi Minh City is especially affected by the energy shortages. A gas-fired plant is supposed to be completed, but after the Soviet engineers left, not enough experts can be found to continue work on it. Exports have risen 25% since the normalization of US-Vietnamese relations.

THEME



Beauty through the Ages

Peggy Smith

Lake Ridge Middle School, Gary Indiana

PURPOSE

To compare symbols of beauty throughout the Ages.

THEME STATEMENT

Ideas of beauty in Japan have both changed and remained the same throughout history.

SUGGESTED TIME:

One class period to research, one week of homework to gather or make, four class periods to present (one category each day).

KEY VOCABULARY & CONCEPTS

Embroidery, obi, kimono, zori, hairpins, binding.

MATERIALS NEEDED

newspaper, paint, paintbrushes, cloth, combs, fans, pictures from travel brochures, magazines, etc.; any other materials students want to use; encyclopedias, history books on Japan; Video: "Living Treasures of Japan" by National Geographic.

INITIATION (Inquiry, Preview, Involvement)

1. Display pictures of Japanese men and women from history and from present day.
2. Initiate discussion comparing and contrasting clothing, hairstyles, physical features (including those achieved artificially), and ornamentation (jewelry, combs, ornamental dress and footwear).

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Form four groups: one to research clothing, one to research hairstyles, one to research physical features, one to research ornamentation.
2. Instruct groups to research the past and present styles of these four categories. Encourage them to collect pictures, actual articles, models, paintings, etc. to present to class. Allow about a week for gathering and making materials and pictures before beginning presentations.

SUMMARY

Adaptable Levels

K-7

Related Themes

PPE

Values

Appreciation of traditions

Skills

1. Comparisons of articles of clothing, personal ornaments (jewelry, etc.), hairstyles, and physical features from ancient times to present
2. Collecting and constructing reproductions of these customs

Integration

Art, reading

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

Concentrating on one category per day, have the four groups present their findings to the class in chronological order (oldest to most modern style). Encourage them to model, demonstrate usage (in the case of ornaments), demonstrate application (in the case of makeup), demonstrate method of achievement. Instruct them to take questions from the rest of the class.

ASSESSMENT

As presentations are given, compile a list of objects displayed. Choose an equal number of objects displayed by each group and after all presentations are completed, test each group (on the uses and time periods) of the objects or styles that group presented.

KEY QUESTIONS

1. What similarities existed in the styles and articles throughout the years?
2. Can you find reasons (social, industrial, political) for changes which have taken place?
3. What materials would the people of the past have used to make these articles or to achieve this look?
4. How do these styles and articles compare with those used in our culture today?
5. How have Japanese traditions affected their styles?
6. Why do you think Japanese styles and symbols of beauty are so different from ours?
7. Do you predict a dramatic change in Japanese symbols of beauty in your lifetime?

REFERENCES

Encyclopedias, books on Japan (containing pictures), person from the community who is of Japanese descent.

THEME



China: Travel Adventure

*Kathy Voegel
Castle Jr High*

PURPOSE

To become familiar with customs and cultural attitudes of the Chinese people. To plan and prepare carefully for a journey to _____ (province or city). (For the trip and business venture to succeed, the student group must be sensitive to cultural and societal customs in China).

SUGGESTED TIME:

Teacher discretion.

MATERIALS NEEDED

Culturegram on China, visa and passport applications, health certificates, world atlas, bottled water, materials for "Discovery Day 1", maps.

INITIATION (Inquiry, Preview, Involvement)

1. Students met at that door with Chinese greeting "Ni hao ma". To enter the room, students must nod or bow slightly and return the greeting to their teachers.
2. Students must present a small gift during the first class.
3. Shoes will be left on a mat outside the door and socks will be worn in the classroom.
4. Play CD with popular Chinese songs while the students visits stations to try the following:
 - a. Play GO, a popular Chinese game.
 - b. Carve a Chinese junk out of balsa wood and design colorful cloth sails in triangular shape.
 - c. Try to use chopsticks.
 - d. Read Chinese poems or fables.
 - e. Build a model of a house on stilts found in southern China using cardboard, glue, and sticks.
 - f. Make a physical map of China.
 - g. Design a political map of China.
 - h. Try to copy Chinese script with calligraphy pen.
 - i. Play Chinese jump rope games.

SUMMARY

Adaptable Levels
6-10

Related Themes
IPG

Values
Acceptance, comparison, respect, lifestyles, understanding, and tolerance

Skills
Acquisition of information, research skills, use of primary sources; organization, compilation, and comparison of data; clarification of information and decision-making, team-building, and problem-solving skills

Integration
Geography, history, language arts, foods and nutrition, physical education, health, mathematics

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Homework assignment:

- a. Read and highlight important information found in the China culturegram.
- b. Fill out visa and passport applications.
- c. Fill out health certificate. May need parental help.
- d. Determine which shots one will need for the trip.

* Cholera: Students should avoid eating raw vegetables or unpeeled fruit in China.

* Malaria: Students must pack bug spray, pills.

* Hepatitis and Hepatitis B: Students should make sure eating utensils they use in China are clean.

2. Students read culturegram and discuss in their groups the customs and manners that are important to remember in order not to insult their hosts. Students role play certain scenarios they may encounter on their trip and in business meetings.

3. Students compile a list of personal and professional items to take on their trip to China. Consult an atlas for climate and weather conditions in the area they will visit. The trip will last ten days. Luggage on airplanes is limited to one suitcase and carry on not to exceed 70 lbs. total. Students will need to weigh their luggage and also describe what they will carry with them to pass their time on the 21 hour flight.

4. Students use a world map and atlas to chart their course from Indiana to _____ in China. Label each airport and use a ruler to draw a line from airport to airport. One member of the team calls the local airport, travel office, AAA or other travel service to ask for the best price on a round trip ticket to China. Students need to check on prices from Indianapolis, Evansville, Louisville, or Chicago and see which departure airport would give the best price.

5. One member of the team should measure and report back to the team the number of miles from Indiana to China.

EXTENSION:

1. After looking at the climate map of China, students make a list of items that they will take in suitcase. Have them compare list with others in their group. Notice the seasonal changes (August to June) found in China to determine appropriate clothing and shoes.

2. Teams determine exchange rate for the yuan (This might involve cooperation with the math department).

3. Teams prepare Oriental style food for the class. Teacher supplies the wok, extension cord, utensils, and chopsticks. Teams divide up responsibilities of copying recipes for each student, bringing napkins, bowls, plates, forks, and ingredients, and asking Home Ec. teacher to use refrigerator and microwave (Thank you notes should be written the next day). Send leftovers to other staff members and custodial staff. The traditional greetings are given as the food is served.

4. Serve bottled water, hot water, or hot tea.

ASSESSMENT:

1. Rubrics used for each food item prepared.
2. Class discussion following completion of lesson about what students have learned from their experiences and how we can improve this unit.

REFERENCES:

Discussion with school faculty: Home economics (oriental cooking, recipes, refrigerator, microwave), mathematics (figure mileage and exchange rate), health teacher and school nurse (necessary shots for trip), language arts (Chinese poetry, fables, short stories, calligraphy), physical education (Chinese jump rope, table tennis, soccer, gymnastics), art (calligraphy, Chinese artists).

Texts on calligraphy from library, chopsticks from local restaurant, health certificate from country Department of Health, passport applications from US Post Office. Since Go is a difficult game, teach honor students and let them teach other students.

Educational kits are available from Boston's Children's Museum for grades 6-9. Rental is \$29.00. The following are available for rent: Chinese Games, Chinese Shadow Puppets, Chinese Celebrations, Chinese Architecture.

The Children's Museum
300 Congress Ave.
Boston, MA 02210-1034
1-800-370-5487

Posters of Chinese festivals: Lunar New Year, Mid Autumn Moon Festival, Ch'ing-ming, Dragon Boat Festival

Social Studies School Service
10200 Jefferson Blvd. Room 16
PO Box 802
Culver City, CA 90327

Kate Waters and Madeline Slovenz-Low, Liam Dance: Ernie Wan's Chinese New Year (Scholastic, 1990).

Moss Roberts, ed. and trans., Chinese Tales and Fantasies (Pantheon/Random House, 1980).

Lotta Hume, Favorite Stories from China and Tibet (1992).

Decoding the Chinese Language: The Art of Chinese Calligraphy, Chinese Information and Culture Center, 1230 Avenue of America, New York, NY 10020??.

Cindy Change, The Seventh Sister: A Chinese Legend (Troll, 1994).

Chinese Exercises, Spice, Littlefield Center Rm. 14, 300 Lasven St., Stanford University, Stanford, CA 94305, 1-800-578-1114

The Music of China (CD at Best Buy for \$4.99)

Center for Cultural Resources
Indiana University Southeast
4201 Grantline Rd.
New Albany, IN 47150



Confucian Ideals

Jim Duvall

Tri-North Middle School, Bloomington Indiana

PURPOSE

Gain an understanding of Confucian principles; apply Confucian beliefs to student life

THEME STATEMENT

Throughout periods of time, human...

SUGGESTED TIME:

One to two class periods.

KEY VOCABULARY & CONCEPTS

Confucius, Yin-yang, Buddhism, karma, social harmony.

MATERIALS NEEDED

Confucian writings, such as the Analects or Classic of Filial Piety; paper, pencils, markers, colored pencils, crayons.

INITIATION (Inquiry, Preview, Involvement)

1. Introduce students to Confucius by reading some quotes from the Classic of Filial Piety.
2. Explain to the students how the Confucian principles of harmony, ethics, social relationships, and the importance of education are still valued today in East Asian societies.

DEVELOPMENT (Instruction, Data Collection, Organization)

3. Give each student a blank sheet of paper. The students are to use the Confucian philosophy that they just heard in class to "invent" a Confucian-type statement of their own about school. (For example: "The classroom is a place to learn—about subjects and about yourself.")
4. Lay out crayons, markers, and colored pencils for the students to use. When they have decided on their Confucian quote, they will design a picture or landscape to go along with their saying.

SUMMARY

Adaptable Levels

Grades 6-10

Related Themes

IPG

Values

Respect for East Asian philosophical beliefs, awareness of how those beliefs can influence everyday life

Skills

Discussion of Confucius' life and influence on East Asian culture; formation of a Confucian-type saying and a picture to represent it

Integration

Art, Language Arts

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

5. The students' pictures/sayings will be posted throughout the classroom.* If a student misbehaves, he or she will be asked to repeat the posted saying that rebukes the inappropriate behavior. The displayed works will serve as constant reminder of Confucian ideals.

ASSESSMENT

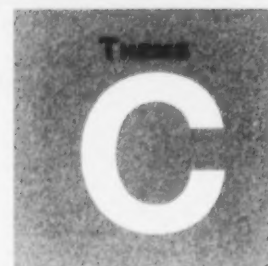
6. The students will be graded on a 2 point rubric's scale. 2 point for an original quote and some type of picture. 1 point for either no picture or a "borrowed" quote. 0 points for not turning in the assignment.

KEY QUESTIONS

1. What aspects or themes of Confucius' writings do you find most interesting?
2. Confucius' writings first appeared over two thousand years ago. Do they still apply to today's society? Will they be important in another thousand years?
3. How would our culture be different if we, like many East Asian countries, adopted Confucian ways of thinking and living?

REFERENCES

The Analects (Lun yu) /Confucius. Translated by D.C. Lau. Hong Kong: Chinese University Press, 1983.



East Asian Food Fun

Liz Norris
Oak Hill Middle School

PURPOSE

To familiarize students with different ethnic foods from East Asian countries. To compare different foods, spices, and flavors.

THEME STATEMENT

Students need to learn about different types of cuisines from other countries. Different types of foods, preparation techniques, and customs should be introduced.

SUGGESTED TIME:

Two or three class periods of 45 minutes each.

KEY VOCABULARY & CONCEPTS

Recipe, menu, ethnic foods, cuisine.

MATERIALS NEEDED

Recipe books for Japan, Korea, China, and Taiwan; menus from real restaurants; foods from selected recipes for preparation.

INITIATION (Inquiry, Preview, Involvement)

1. Divide students in groups of four.
2. Each group will draw a country.
3. Give each group a menu from their country's restaurant. Have the students write down information they find about their country's ethnic foods.
4. Using white paper, make a round pie-chart on the bulletin board. Divide the chart into quarters and write the name of the country at the top of each area. Then add key words describing each country's cuisine.
5. For an assignment, students can bring pictures of foods from their country and place them in the appropriate section of the pie chart. In addition, they must bring three recipes from their country to class in two days.

SUMMARY

Adaptable Levels
K-12

Related Themes
TPDC, PPE

Values
Appreciation of likenesses and differences

Skills
Comparing, food preparation, cooperating, researching for information

Integration
Reading, art, science, home economics

DEVELOPMENT (Instruction, Data Collection, Organization)

6. Students will sit in their groups by countries.
7. Each student will receive 5 points for each recipe brought from home.
8. Each group will select (with the teacher's approval) a recipe to be prepared in class. (Team teaching with the HEC teacher or parental help may be needed). Select recipes that are simple to prepare.
9. Using the selected recipe, the teacher will assign specific cooking tasks to each student. Don't forget clean up!
10. The teacher should carefully check each recipe. This lab may be done two days later to allow for possible preparation tasks. These could be done either by the teacher, parents, or students at lunch or before school.
11. After preparation, students will each taste the foods from each country.
12. A lab preparation sheet from your home economics teacher might be helpful.
13. Students will return to their original groups. A group discussion on the preparation results, likes, and dislikes should be held. Discussion among the class should also take place, summarizing the activity. Use key questions for discussion.

KEY QUESTIONS

What kind of cooking methods have been used to prepare these foods?

Is there a staple food used throughout the menu?

Are some foods used more than others?

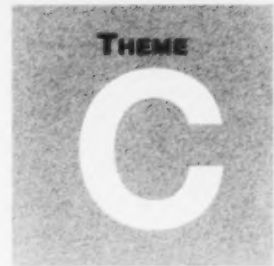
What differences and similarities do you find between your country's cuisine and American cuisine?

What did you find difficult about preparing your food?

What did you find easy about preparing your food?

What evidence is there that the country's foods are related? What differences are there?

Did you like or dislike the prepared foods? Why?



Exposing Prejudice

Geoff Aiken
Batchelor Middle School

PURPOSE

To make students aware of negatives that come from prejudices. To show how and why stereotypes are used and how to avoid using them.

THEME STATEMENT

Throughout time human beings have sought their historic roots while creating, learning and changing their cultures.

SUGGESTED TIME:

Two sessions.

KEY VOCABULARY & CONCEPTS

Stereotype, prejudice.

MATERIALS NEEDED

One orange for each class member, one large sheet of paper for each group, a classroom full of open minds.

INITIATION (Inquiry, Preview, Involvement)

1. Split the class into groups. Write the word "prejudice" on the chalkboard. Instruct each group to write down the word and then brainstorm for other words they feel is related to it.
2. Have each group discuss their words and decide on ONE word that they feel best describes the word prejudice.
3. Have one group member report to the class and then discuss each group's word.
4. Define stereotype and have the students give examples. Write some on the board and ask the students if any are true. Give examples that refute the stereotypes that were given.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Give each student an orange and instruct them to name the orange. Give them two minutes to "get to know it". They may not make any marks on the oranges to help them identify it later.

SUMMARY

Adaptable Levels

5-9

Related Themes

IGC

Values

Appreciation of differences, respect for the equality of all people

Skills

Observation, insight, critical thinking

Integration

Reading, art, science, home economics

2. The students then must put all of the oranges into a box. Have the students come up to the box a few at a time to try to find the orange they had.

3. Have the students who feel that they did not find their orange remain standing. Make an observation of how many students found their oranges. Students should come away from this with the idea that even oranges have individual characteristics and that people do as well.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Have a discussion on prejudice. Ask the students what problems prejudice creates for society and individuals. Discuss how it limits people. Have students share any experience they have had with prejudice.

2. Ask if any students feel prejudice from the students in the grade above them based solely on the fact that they are younger.

ASSESSMENT

1. Ask the students if their attitudes towards other ethnic groups have changed based on what they have learned about prejudice and stereotypes.

2. See if students recognize the fallacies associated with stereotypes.

KEY QUESTIONS:

1. Why does prejudice get started?

2. What is the purpose of stereotypes?

3. Can prejudice be eliminated? How?

THEME



A "Han" for the Class

*Geoff Aiken
Batchelor Middle School*

PURPOSE

To introduce an aspect of Japanese culture. To draw connections between Japan and Indiana.

THEME STATEMENT

Throughout time human beings have sought their historic roots while creating, learning and changing their cultures.

SUGGESTED TIME:

Two sessions for explanation (Hans used throughout the unit on Japan).

KEY VOCABULARY & CONCEPTS

Han, han cho, concept of shame and saving face.

MATERIALS NEEDED

Straws, popsicle sticks, masking tape, raw eggs, poster board, calligraphy materials, sheet with Japanese characters and their definitions.

INITIATION (Inquiry, Preview, Involvement)

1. Divide the class into groups of five. Give each group 20 plastic straws, two popsicle sticks, masking tape, and one raw egg. Each group is to construct a structure that will protect the egg from breaking when dropped from a height of eight feet. This gets the students to work together, an essential element of the "han".
2. Drop each group's structure to see if it does protect the egg.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Explain the concepts of the "han" and the "han cho". Stress how all problems are solved internally with the "han cho" as the final say. Inform them that going outside of the han for help in resolving the problem reflects poorly on the han cho and the members of the han.
2. Select a han cho for each han based on who took charge during the egg experiment. Explain that the han cho is the undisputed leader of the han.
3. Have each han define the roles of the members in their han and then discuss how problems

SUMMARY

Adaptable Levels
5-12

Related Themes
IGC

Values
Teamwork, cooperation, and understanding of a different culture

Skills
Working with others, drawing, creativity

Integration
Physics, art

should be solved within the han. Have them determine what are good qualities for a han cho to have.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Give each han a sheet of Japanese characters and the definitions for those characters. Each han must select one or more characters that symbolizes their han. They then must put it onto a piece of poster board to be hung in that han's part of the room.
2. Each member of the han must be able to reproduce the character correctly. If possible, try to coordinate this activity with the art teacher. Much more detail can be used for this part if the art teacher is involved.

ASSESSMENT:

1. Use each han whenever group work is needed during the unit on Japan (or throughout the rest of the year). Observe how each group works and how problems are handled within each group.
2. Create a rubric to identify standards for hans and han chos to meet. Have students fill out these rubrics periodically to assess their cooperation.
3. Can each member of the han recreate their character.

KEY QUESTIONS:

1. Do you like or dislike the han system? Why or why not?
2. What problems occurred within your han? How were they solved?
3. Why did you choose the character you did for your han?
4. What skills do each of you need to improve or achieve to make an affective han or han cho?

THEME

C

Historical Weapons

Peggy Smith

Lake Ridge Middle School, Gary Indiana

PURPOSE

To compare the weapons used by the warriors of East Asia from ancient times to present

THEME STATEMENT

Throughout history warriors of Japan, China, and Korea have used a variety of weapons to protect their society and to sustain their culture.

SUGGESTED TIME:

One class period to introduce library research, two weeks homework time to make models, three class periods for presentations.

KEY VOCABULARY & CONCEPTS

Samurai sword, helmet, hilt, scabbard, catapults, chainmail, quiver, armor, sword, Mongol.

MATERIALS NEEDED

Any construction materials students choose.

INITIATION (Inquiry, Preview, Involvement)

1. Show film or filmclips from a recent war (WWII, Korean Conflict, or Vietnam). Have students notice weapons used. Ask how long this type of weapon has been in use and what was used before modern weapons were available.
2. Tape a large (room-sized) timeline to walls. Separate into 100 year increments.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Divide class into three groups (Japan, China, Korea).
2. Instruct each student to choose one weapon (from before 1930) which was used by war

SUMMARY

Adaptable Levels
Grades 6-7

Related Themes
TPDC, IPG

Values
Appreciation of evolution of weapons from ancient times to present

Skills
Categorizing on the basis of time frames

Integration
Math, reading, art

ASSESSMENT

If presentations are made orally, subjectively assess on the basis of thoroughness, accuracy, and completion of task. If written report is submitted, assess as you would any other written project in combination with hands-on model.

EXTENSION

When all presentations have been completed, review completed timeline with entire class.

THEME



Schools and Culture

Susan Benton
Mt. Vernon Jr High School

PURPOSE

To compare and contrast schools and the influence of culture in the US, China, and Japan.

THEME STATEMENT

Influences of culture--such as learning, creating, and changing--impact the educational system of a particular country.

SUGGESTED TIME:

One to two weeks

KEY VOCABULARY & CONCEPTS

Recipe, menu, ethnic foods, cuisine.

MATERIALS NEEDED

Slides, pictures, video.

INITIATION (Inquiry, Preview, Involvement)

1. Ask for three volunteers to come to the board to list ideas concerning US, Japanese, and Chinese schools.
2. Class will brainstorm about what they know/think about schools in the US, Japan, and China.
3. Show slides (c.f. Dick Rubinger), IU East Asian Studies Center, Japanese classrooms.
4. Display pictures of schools/classrooms in the US, Japan, China.
5. Show video PBS (c.f. Thomas Rohlen) "Japan's High Schools".

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Lead a discussion on the characteristics of US, Japanese, and Chinese schools based on the information from the introductory activities.
2. Draw three circles on large sheet of paper with each circle representing one of the following: US, Japanese, Chinese schools. Inside the circles list the characteristics of each school. Display chart in the classroom and add to it as students learn new information.

SUMMARY

Adaptable Levels

5-8

Related Themes

IPG, PPE

Values

Greater appreciation of similarities and differences, respect for others, tolerance, dispelling misconceptions

Skills

Research, interpretation and organization of data, and social (group work), writing, and math skills

Integration

Math (scale, graphing, area), language arts (writing, persuasive speech)

3. Students list characteristics of schools.
4. Students list similarities (if any) of the schools.
5. Teacher leads discussion.
 - a. Is one school system better than the other?
 - b. Why/why not?
 - c. What things did you like about each system?
 - d. What are some problems with each system?
6. Pose this scenario: Toyota is building a large plant in our community. They want a school built for the children of their employees. This school will have both Japanese and American students. You and your team are hired as architects to design the building. Describe the type of materials that you would use for the project and give a detailed description of the facilities. Construct a model of a classroom and then persuade Toyota executives to select your model.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Have the students write to pen pals in Japan and China, possibly using the internet.
2. Invite architects and Japanese and Chinese students and adults to speak to the class.
3. Assign creative writing activities.

ASSESSMENT

1. Did each member of the group participate?
2. Did each member of the group do his/her assigned task?
3. Did the project show creativity?
4. Was the project neat?

THEME

C

The Tea Ceremony

Marilee Keim
Fairfield Jr-Sr High School

PURPOSE

To introduce a cultural ceremony.

THEME STATEMENT

Throughout periods of time, human beings have sought their historic roots while creating, learning and changing their cultures.

SUGGESTED TIME:

Three class sessions.

KEY VOCABULARY & CONCEPTS

Chaken, Chasen, Chashaku, Chawan, Fukusa, Furo, Futaoki, Hishaku, Kama, Kensui, Kobukasa, Matcha, Mizusashi, Natsume, tea hostess, Kaiseki.

MATERIALS NEEDED

Tea ceremony handout, green tea, cups, slides, photos, vocabulary sheet.

INITIATION (Inquiry, Preview, Involvement)

Distribute tea ceremony handout (see attached sheets) and vocabulary list. Show each object used in the ceremony with slides, photos or actual item. Show video "An Introduction to the Way of Tea" (IU East Asian Studies Center).

DEVELOPMENT (Instruction, Data Collection, Organization)

Outside resource person performs actual tea ceremony. This will take a complete class period.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

Students form groups to discuss reactions to tea ceremony. One person from each group presents findings to class. Identify and discuss American ceremonies. Prepare poster collage of various world and American (US) cultural ceremonies.

SUMMARY

Adaptable Levels

5-8

Values

Cultural differences

Skills

Reading, language (listening)

THE EQUIPMENT FOR THE TEA CEREMONY

Chakin: the linen cloth. It is always spotlessly white and is used to dry the tea bowl.

Chasen: the stirring whisk. It is made of bamboo and hand-crafted. There are more than 50 stages that an experienced maker has to go through to make a whisk from a single piece of bamboo. The shape of the chasen was designed hundreds of years ago and has changed little since. The best whisks come from Chasenmura, which, when translated, reads Stirring Whisk Village.

Chashaku: the spoon for the tea. It is made of bamboo and is about 20cm/8in long. It is slightly curved at its lower end.

Chawan: the tea-bowl. It can be simple and yet unique. It can be very beautiful and yet be very plain. It may be quite unremarkable and yet tell a two-hundred year old tale. In any event, it always has a special significance and is made from the very finest porcelain.

Fukusa: the small silk napkin. This is used symbolically to clean the tea caddy and the tea spoon in the guests' presence.

Furo: the charcoal-burning hearth. There should always be a slight draught, so that neither the coals nor the water become too hot.

Futaoki: a rest for the lid of the tea-kettle. The ladle, too, can be rested on this.

Hishaku: the ladle. It is made of bamboo. A new ladle is used for each tea ceremony.

Kama: the tea-kettle. It stands over the glowing charcoal and is filled with the finest fresh spring water. The water should always simmer gently and never become too hot.

Kensui: the slop-basin. This is used to hold the water that was drawn from the kettle with the ladle but was not poured into the tea-bowl.

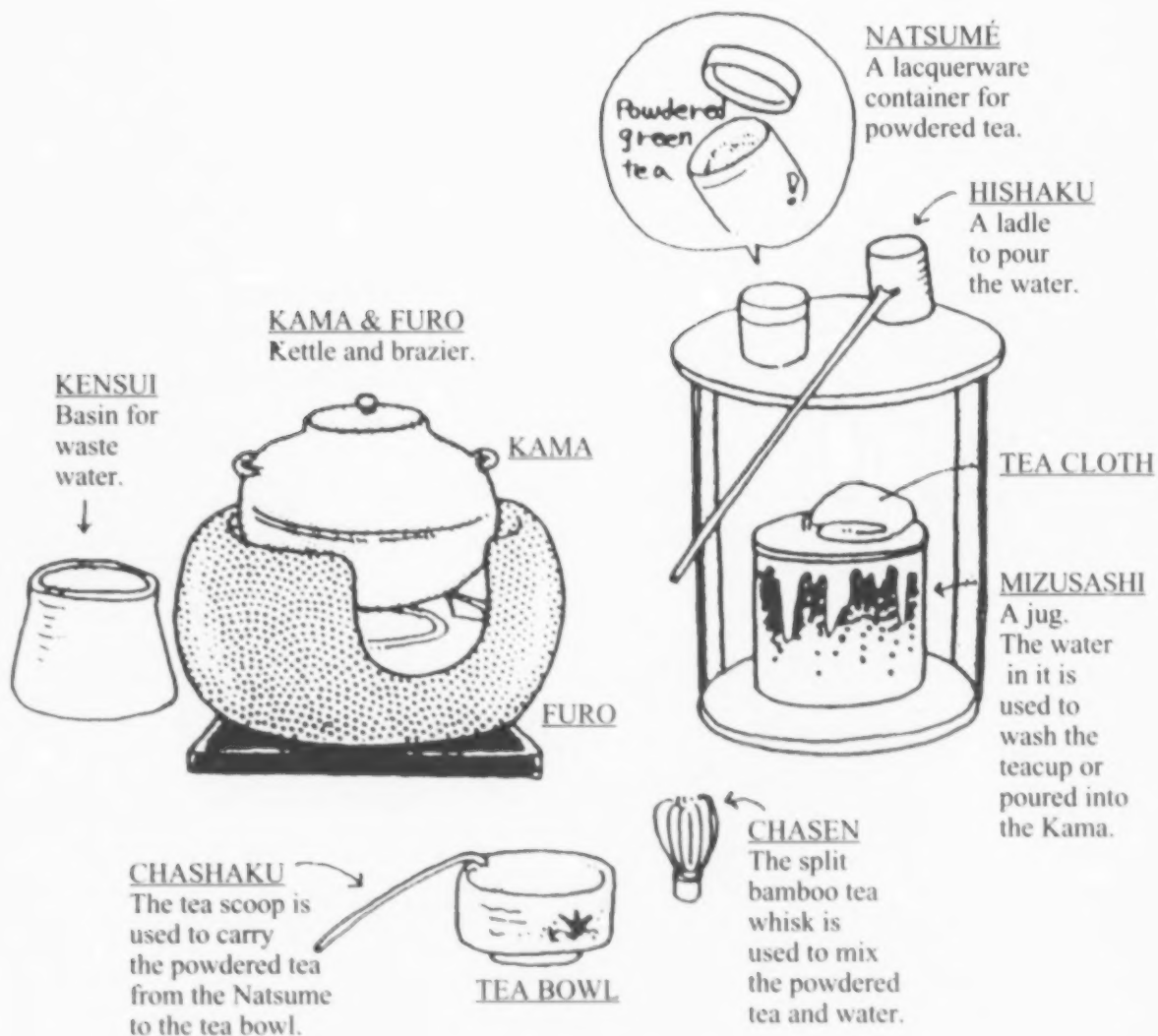
Kobukusa: a larger silk napkin. It is laid under the tea bowl as this is handed to the guest. She takes hold of the napkin and tea-bowl with both hands.

Matcha: the green tea. Fresh tea leaves are steamed, dried and ground to a fine powder in a stone mill. Green tea is rich in vitamin C. Only green tea, albeit in a number of varieties, is used in the tea ceremony.

Mizusashi: a container for cold water. It is filled with the same water as that in the tea-kettle, but this water is cold so that, should the water in the kettle become too hot, the youthful vigor of the water can be renewed with cold water.

Natsume: The tea caddy. This is small and easy to handle. It is never filled to the brim with tea. Instead, there must be a rounded heap of tea inside it.

THE UTENSILS



THEME



Why Our Kind of School?

Susan Benton
Mt. Vernon Jr High School

PURPOSE

Conduct a panel discussion of students and teacher/experts. The mission of the student groups is to persuade the "Toyota experts" that their particular plan/model of a school should be chosen for the project.

THEME STATEMENT

Influences of culture--such as learning, creating, and changing--impact the educational system of a particular country.

SUGGESTED TIME:

One to two sessions.

MATERIALS:

The panel of experts will include teachers, architect, building contractor.

INITIATION (Inquiry, Preview, Involvement)

Ask the students: When you go to a shopping center, what is it that makes you buy one particular item instead of another? What are some of the ways manufacturers make you want to purchase their products? List the responses on an overhead or on the board. Explain that the groups must persuade the "panel of experts" to select their model.

DEVELOPMENT (Instruction, Data Collection, Organization)

Each group displays its model, defends all choices made, and explains reasons for each. The groups should then deliver persuasive speeches. A Panel makes the selection and explains the reasons for its choice.

ASSESSMENT

Use rubric E=excellent, A=above average, S=satisfactory, N=needs help.

1. Did all members of the group contribute?
2. Was the speech persuasive in nature?

SUMMARY

Adaptable Levels
 5-8

Related Themes
 IPG, PPE

Values
 Greater appreciation of similarities and differences, respect for others, tolerance, dispelling misconceptions

Skills
 Writing a persuasive speech/proposal, social skills (group work)

Integration
 Language arts, reading



Educational Differences

Steve Williams
Ladoga Elementary School

PURPOSE

Compare and contrast the components of the educational systems in Japan, Korea, Germany, and the United States. Learn how different educational systems affect the level of technology and employment prospects. Make inferences about the effectiveness of school systems. Learn why some schools are more successful than others.

THEME STATEMENT

Institutions control and influence individuals and culture through power, leaders, and government.

SUGGESTED TIME:

Eight sessions with fifty minutes per session.

KEY VOCABULARY & CONCEPTS

Compulsory education, parental support, cooperative learning, individual learning, skilled employment, unskilled employment, special needs, students, work ethic, core curriculum, second language requirement, teacher centered approach, student centered approach, work ethic.

MATERIALS NEEDED

VCR, TV, and video "Global Competitiveness" parts I, II, and III, encyclopedias (optional: CD rom atlas disk), graph paper, rulers, protractors, Distance Learning Satellite Program, world almanac, and culturegrams for each country, and information from the United Nations consulates.

INITIATION (Inquiry, Preview, Involvement)

Divide students into four working groups. Ask the class what it takes to make a good student. Ask students how they think they compare to other students from around the world. Ask students why they think other countries are getting higher level technology jobs in the global market place.

SUMMARY

Adaptable Levels
5-12

Related Themes
CCC, TPDC, PPE

Values
Learning, intelligence, preparation, application, knowledge, competition, ambition, honesty, and desire

Skills
Research, analysis, interpretation, comparison, contrasting, inference and critical thinking

Integration
Cultural anthropology, government, economics, technology, history, and math skills

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Show the video "Global Competitiveness" parts I, II, and III. Take the students and have them watch videos about schools in Japan, Germany, Korea, and the United States.
2. Have students evaluate how well prepared American students are for high technology jobs in the global market.
3. Assign each group one of the four countries and have them research that country's educational system noting its strengths and weaknesses.
4. Each team will research and compile data pertaining to the educational system of the assigned country.
5. Each team shares the data they have learned with all teams.
6. Once all information has been collected compare and contrast it.
7. Make charts and graphs to aid in the explanation and understanding.
8. Each team then takes part in a panel discussion about world educational systems. Each team has a spokesperson.

EXTENSION:

1. Have students look at other educational systems in the world and compare and contrast them.
2. Have students from these countries come and discuss their native educational systems.
3. Use Distance Learning in order to have panel discussions about education.
4. Observe newspapers, magazines, and TVs for new information about education.
5. Have pen pals describe their schools and exchange information.
6. Have high school exchange students compare and contrast the two schools.

ASSESSMENT:

1. See if students can think of ways to improve their school based on what they learned about other schools.
2. See if students work more in cooperative groups than individually.
3. See if students have educational goals with careers in mind.
4. See if student work ethic improves.
5. Does the family have more interest in the child's work?
6. Have students take an oral and written test over the material.

KEY QUESTIONS:

1. What role does manners and self-discipline play in the learning process at schools in Japan, Korea, Germany, and the United States?
2. Describe the level of parental support for schools in each country.
3. Describe the type of instruction and discipline for elementary schools, middle schools, and high schools for each country.

4. How does each country address the needs of special needs students?
5. What is the length of the school day in each country?
6. How many days make up a school year for each country?
7. How are students evaluated for placement in the next grade for each country?
8. Describe the foreign language requirements for schools in each country.
9. Explain how each country's schools prepare their students for the use of technology in the job market.
10. Describe the work ethic of students from each country.
11. How are job opportunities linked to education in each country?
12. How important are national exams for admission to a university in each country?
13. List factors which explain why East Asian students and German students seem to be better than American students.

ALTERNATIVES:

1. Invite high school exchange students to share information on their country's educational system.
2. Use Distance Learning to observe and interact with classes in other countries.
3. Have the teacher role play different types of schools and their curriculum.
4. Students interview a foreign student in their community.
5. Students visit cultural fairs for information.
6. Have students seek information on the internet.

REFERENCES:

Videos, library books, internet, world almanacs, United Nations, UN consulate, magazines, East Asian Studies Center.

Date Retrieval Sheet by Themes and Countries

Name _____

Home Country _____

Themes Country Country

P-People

P-Place (Location) (Region)

E-Environment (Resources)

C-Culture (Language/Celebrations)

C-Continuity (History/Heritage)

C-Change

I-Institutions (Religions/Education)

P-Power (Leaders)

G-Government

T-Technology

P-Production

D-Distribution

C-Consumption

IGC—Indiana's Connections with Country

IGC—Country's Connections with Indiana

THEME

D

Why Our State?

Steve Williams
Ladoga Elementary School

PURPOSE

To develop an understanding of basic reasons why East Asian industries are attracted to locate in the state of Indiana; to help students to understand the importance of being good, responsible, lifetime learners with good economic opportunities; to help students to understand basic economic terminology and the importance of Indiana's Global Connection.

THEME STATEMENT

Realities of local and global industries require an understanding of diverse global connections for possible economic benefits.

SUGGESTED TIME:

Two to three sessions with forty minutes per session.

KEY VOCABULARY & CONCEPTS

Economics, work force, work ethic, employee attributes, company expectations, job fair, careers.

MATERIALS NEEDED

Chalkboard or overhead projector, chalk or markers, notecards, information from motivated students, and supplemental materials (#1).

INITIATION (Inquiry, Preview, Involvement)

Divide students into three groups to brainstorm about "What does it takes to get a good job?"

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Have a spokesperson for each group record responses on notecards.
2. After each group has developed its ideas, list them on the chalkboard or overhead projector and discuss why they are important.
3. Arrange for groups to gain information about East Asian industries in Indiana through the Chamber of Commerce for the State of Indiana.

SUMMARY

Adaptable Levels

5-8

Related Themes

TPDC, PPE

Values

Work ethics, honesty, fast learning, and job appreciation

Skills

Researching, analyzing, interpreting and critical thinking

Integration

Math, economics and government

4. Have groups interview East Asian company officials about what attributes they search for in seeking a strong work force.

5. Have student groups make a graph of their choice showing different jobs and their salaries.

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Have students rank attributes which they think will attract East Asian industries.

2. Invite East Asian employees to come in and explain qualifications to perform their jobs.

3. Visit East Asian factories which are located in your state.

4. Invite East Asian companies to participate in your school's job fair.

ASSESSMENT

1. Observe student reaction to self-improvement and striving to be a good worker.

2. Observe the work ethic of the entire class. Check with other school staff about their observations.

3. Monitor the results on performance-based tests for individual students and for the whole class.

4. Have parents and people from the community evaluate the work skills and habits for class members.

KEY QUESTIONS

1. How important is it to employers for people to learn quickly and follow directions?

2. How important are work ethics for employers?

3. What personal characteristics do you think an employer looks for?

4. What qualities do you think makes a good employee?

5. How is being a successful employee and a good student related?

6. Why do East Asian employers want good employees?

ALTERNATIVES

1. The teacher assigns a list of careers for students to determine what salary expectations would be.

2. Assign students to interview East Asian employees about their jobs.

3. Have employees list ten attributes which makes them successful employees.

4. Students would "shadow" employees whose occupations were of interest to them.

REFERENCES

Indiana State Chamber of Commerce, Personnel Directors, East Asian CEO's, employees of East Asian businesses

Data Retrieval Sheet by Themes and Countries

Name _____

Home Country _____

Themes	Country	Country
P-People		
P-Place (Location) (Region)		
E-Environment (Resources)		
C-Culture (Language/ (Celebrations)		
C-Continuity (History/Heritage)		
C-Change		
I-Institutions (Religions/Education)		
P-Power (Leaders)		
G-Government		
T-Technology		
P-Production		
D-Distribution		
C-Consumption		
IGC—Indiana's Connections with Country		
IGC—Country's Connections with Indiana		

The Global Origins of the Most Desired Goods of a Junior High School Student

December 8, 1994

This list of specific material goods comes from conversations with students between the ages of 13 and 23, and with parents of teen age children. I have them listed, approximately, in the order and frequency with which they were cited in group and individual conversations. In the right hand column, I have listed countries where these items are made, as found in Wal-mart, Target, and some smaller stores. **Kit Salter, Geography, University of Missouri.**

The items most wanted	Where the item is manufactured
CD player for room	China, Singapore, Malaysia, S. Korea, Indonesia
CD player, portable	China, Japan
Walkman cassette player	Malaysia, China, Japan
cassettes and CDS	USA mostly, England
phone in room with own number	China, Indonesia, Malaysia
tennis shoes, esp. Nike, Reebok	China for five different brands, Indonesia
mountain bike	USA, China, Taiwan
TV games, esp. Sega, Nintendo	Japan, Mexico, USA
skateboard	Taiwan
inline skates, rollerblades	Thailand, Taiwan, USA. (Mention IISA)
watches	Japan, USA, Taiwan
comic books	USA
role-playing games	USA, China
make-up	USA, France, Denmark
hair spray, curling iron	China, USA
name brand purse	China, Malaysia, Pakistan
clothes, esp. Guess, Levi, Girbaud	USA, China, Pakistan, Mexico, Peru, UK
cellular phone	Japan, Malaysia, China
beeper	Mexico, Japan
camera	S. Korea, Japan, China, Taiwan
sports equip. esp. basketballs	USA
trading cards, esp. base-football	USA
tee-shirts for Rock Group Tours	USA
computer, esp. Macintosh	USA, S. Korea, Taiwan, Mexico
VCR	S. Korea, Taiwan, Japan, Malaysia, Mexico
TV for own room	Mexico, Thailand, Taiwan, "assembled in USA"
radio for own room	China, Japan
posters, esp. movies, Rock Groups	USA
modem for computer for Internet	Taiwan, S. Korea
backpack	USA, China
baseball hats, esp. sports logos	China, USA, Costa Rica, Sri Lanka, Bangladesh
books	USA, Hong Kong, Singapore
college sweats, tee-shirts	USA, Peru, Hong Kong
music magazines	USA, England
guns for hunting, sports	USA
baggy overalls, baggy jeans	USA
what else?	

Notes:

◊ IISA is an organization (International Inline Skate Association) that signs itself "IISA" and it looks very much like USA in tiny print. This has implications for place of origin I think.

- ◊ A product may feature Printed in USA but then also include up to four places of foreign assembly or manufacture. Milton Bradley has USA, China, Korea, and Malaysia for one game item.
- ◊ When something is manufactured abroad, that fact generally appears only once, often in very small print. When it is made in the USA, that is featured in large letters, often.
- ◊ In talking with clerks in the stores I learned there was knowledge about quality or lack of quality, but surprisingly little knowledge of where the actual item was manufactured.
- ◊ Price tags and item identity tags almost never show foreign origin, but will highlight USA origin. However, large bulk boxes of the item will feature Made in China, etc.
- ◊ I found that kids were very conscious of very specific brand names, while parents were most conscious of price. Generally kids won in the aisle battles I overheard.
- ◊ This exercise leaves me in awe at the pace of China's achievement in production of consumer goods.

CHINA TEACHING THEMES FROM THIS TABLE AND THIS REALITY

- ✓ In 1949 China was in the throes of a communist revolution led by Chairman Mao Zedong.
- ✓ The initial focus of that revolution was promotion of heavy industry and agriculture.
- ✓ Mao died in 1975. When Deng Xiaoping gained control in '78, China looked abroad for trade.
- ✓ By the early 1980s China began to sense the power of consumer goods. This table reflects that.
- ✓ Other China Themes; Rate of Econ. Growth (10%); Internal Migration; Regional Imbalance.

• Some of the Geography Standards that apply to this table:

- #5: People create regions to interpret Earth's complexity.
- #9: Characteristics, distribution, and migration of human populations on Earth.
- #11: The patterns and networks of economic interdependence on Earth's surface.
- #13: Forces of cooperation and conflict that influence division and control of Earth.
- #17: Apply geography to interpret the past.
- #18: Apply geography to interpret the present and plan for the future.

⇒ No one who relates to this list can afford not to know the world beyond the mall and Indiana! This list's reality will become more-not less-global as time goes on.

THEME

E

Food and Trade Show

*Jim Duvall, Geoff Aiken, Marilee Keim,
and Peggy Smith*

PURPOSE

Introduce students to various ethnic foods and basic marketing principles.

SUGGESTED TIME:

Allow a week for student preparation of the products and approximately two to three class periods.

KEY VOCABULARY & CONCEPTS

Ethnic cuisine, marketing, target audience.

MATERIALS NEEDED

Access to kitchen equipment (home ec room preferably), assorted food items, ethnic cookbooks and/or recipes.

INITIATION (Inquiry, Preview, Involvement)

Introduce students to the concept of international trade by showing the "Indiana trade video". Arrange access to ethnic cookbooks and recipes for the class (see what some of the students already have—you might be pleasantly surprised!).

DEVELOPMENT (Instruction, Data Collection, Organization)

Choose three volunteers to serve as the class judges or "buyers." The remaining students will then be divided into four groups for the trade show. Explain to the students that each group will be responsible for sponsoring a "booth" at the class's trade show. Each booth will produce a sample food item and market it at the show. The student groups will split off and decide which recipe they will use. The groups will need to keep track of the total cost of their product because it will be used at the trade show. Marketing strategies should also be discussed among the groups (ie., What can they do to make their booth stand out or appeal to the judges?).

Note: Depending on your school's facilities, the teacher must decide if the groups will make their product at home or will use school equipment. Either way, separate days should be allocated for the making of the food and the trade show.

SUMMARY

Adaptable Levels
6-12

Related Themes
TPDC, CCC

Values
Appreciation of other cultures
and an introduction to the
intricacies of modern-day trade
and marketing

Skills
Categorizing, organization,
production, and marketing

Integration
Categorizing, organization,
production, and marketing

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

The groups produce a food for their show entry and may use various techniques to make their booth stand out. The judges will walk around to different booths, taste the product, and meet the group members. Judges will write down the price of the product and rate the different booths on a five-point scale for product quality/taste, customer service (friendliness), and overall impression. The judges will then report to the class on their findings and decide which booth their company will be purchasing from. The judges' reports will lead into a class discussion over the successes and difficulties that the groups faced in making and marketing their product.

ASSESSMENT

Assessment will be based on participation. If the groups produce a finished product and make some effort to market it, then they should receive a passing mark. The judges will be assessed on how seriously they take their positions. If they play favorites or try to embarrass a particular group, then they have unsuccessfully completed the project. Assessment based solely on the judges' recommendation should be avoided because of the probable cooking inexperience of the groups and the possibility that the ratings could be based on popularity.

KEY QUESTIONS

1. Why did your group choose the recipe that it did? What factors influenced your decision? How important a factor was cost?
2. What made your group decide to present or market your product the way that you did? Who was your target audience?
3. What type of additional difficulties did you face because it was ethnic cuisine? How did your unfamiliarity with the food affect your marketing strategy?
4. Considering the struggles your group faced, what difficulties do you think an Indiana corporation would face at a foreign food trade show? How would inexperience hurt a company's chance for success at a trade show? What could a company do to overcome the inexperience factor?
5. If you were hired as a consultant to an Indiana manufacturer who was preparing to attend an East Asian food trade show, what tips or bits of advice would you give? What should the company make certain to do and make certain not to do?

THEME

E

Leisure Time Activities

Peggy Smith
Lake Ridge Middle School

PURPOSE

To compare the leisure time activity of the middle school aged children in East Asia to those of children in Indiana.

THEME STATEMENT

Students in East Asia spend leisure time in many ways. Compare and contrast the leisure activities of children in Japan, China, and Korea with the things you do in your leisure time.

SUGGESTED TIME:

One class period to begin research, two weeks for (homework) research, one class period to show video, possibly one class period for oral explanations and overview at end of lesson.

KEY VOCABULARY & CONCEPTS

special interest clubs, chess, science, soccer, basketball, badminton, ping pong, music lesson, television, movies, boating, tennis, swimming, baseball, travel, comic books.

MATERIALS NEEDED

Encyclopedias, individual maps of Japan, Korea, China and Indiana.

INITIATION (Inquiry, Preview, Involvement)

1. Ask several students what they did in their spare time last night. Ask them to speculate as to what children their age did in Japan, China, and Korea after school last night.
2. Divide class into three groups (Japan, South Korea, China)
3. Divide activities into types and assign a different color to each: sports (green), musical activities (blue), art (red), special interest clubs (orange), spectator activities (yellow).

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Instruct students to research leisure activities in the country to which they are assigned and write the name of a leisure activity which would be pursued by children their age on a colored construction paper tag of the color corresponding to the activity.

SUMMARY

Adaptable Levels
 3-9

Related Themes
 CCC, PPE

Values
 Appreciation of likenesses and differences between pre-teen students in East Asia and in the USA

Skills
 Researching and categorizing

Integration
 Library skills, reading, language, fine arts, physical education, health

-
2. Hang maps of Japan, China, Korea, and Indiana on wall.
 3. Ask students to tape tags on appropriate map.

EXTENSION:

Show video on China ("A Week in the Life of a Chinese Student"). Ask students to share information they learned with class.

ASSESSMENT:

Assessment could be based on the number of (correct) activities each student gets.

KEY QUESTIONS:

1. Which activities are popular in both USA and East Asia?
2. Which are popular in all three countries of East Asia?

THEME

E

Dam Comparisons

*Marilee Keim
Fairfield Jr-Sr High School*

PURPOSE

To compare the Tennessee Valley Authority in the US and the Three Gorges Project in China.

THEME STATEMENT

Realities of local and global interdependence require understanding of diverse global connections for possible solutions to global issues.

SUGGESTED TIME:

Three to four class sessions, fifty minutes each.

KEY VOCABULARY & CONCEPTS

TVA, rural electrification, dam.

MATERIALS NEEDED

Plastic cloths equal to the number of groups, plastic markers, world atlas, poster paper.

INITIATION (Inquiry, Preview, Involvement)

1. Show slides of the present TVA area and what it looked like prior to the project. Include what dams are and why they are used.
2. Video of the building of the TVA or a related TVA subject.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Divide class into four or five groups.
2. Each group has a world atlas, a 4'x5' plastic sheet, and markers.
3. Using their atlas the students will draw on the plastic cloth the states involved in the TVA, the rivers affected, and the water ways created.
4. Student groups brainstorm using a web strategy on how they as a work crew would build, execute, implement, and finance their dam. Use poster paper provided.

SUMMARY

Adaptable Levels

5-8

Values

Appreciation of similarities and differences

Skills

Identify the ways in which the TVA and the Three Gorges Project are similar and different

Integration

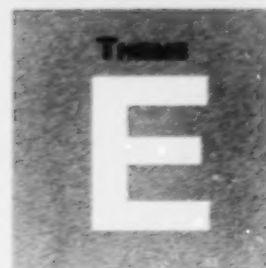
Agriculture and industrial technology

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. In the same groups students repeat map exercise for the Three Gorges Dam area in China.
2. Student groups brainstorm using a web strategy to compare such things as population density, democratic vs. communist country, environmental factors, transportation factors.
3. Agricultural teacher gives example of local areas dammed for irrigation.

ASSESSMENT

1. Write vocabulary on the board and ask for student definitions.
2. Chart student ideas on the differences and similarities of the two projects on transparencies or the chalkboard.
3. Have students write down any newly learned data and their reaction to this lesson.



Trade II: Indiana and China

*Kathy Voegel
Castle Jr High*

PURPOSE

To decide what type of business to build in China to meet the needs of the Chinese people. To compile and analyze data in order to select a suitable site for an Indiana business on the mainland of China.

THEME STATEMENT

Trade with the People's Republic of China has been growing and has become an important focus of US trade policy. Our students must have an understanding of how important global trade relationships are to our national, state and local economies.

SUGGESTED TIME:

Teacher's discretion.

KEY VOCABULARY & CONCEPTS

Command economy: Government owns most of the property and basic economic decisions are made by governmental planning.

Exports: Goods produced in one country that are sent to another country to be sold.

Imports: Goods brought into a country to be sold that were produced in a foreign country.

Interdependence: Countries rely on each other to provide goods and services and in return supply goods and services to other countries (i.e., the US depends on Brazil for coffee and shoes. Brazil depends on the US for computers and chemicals.).

Criteria: Important reasons on which decisions are based.

Persuasion: The use of words to influence other people.

Tariffs: A tax placed on products made in a foreign country that are imported into a country.

SUMMARY

Adaptable Levels

6-9

Related Themes

TPDC, IPG

Values

Risk taking, making sound judgments, and creating opportunity in the world market

Skills

Knowledge and application of information on China's climate, topography, and population distribution; comparison, analysis and evaluation of data; research, decision-making, and team-building skills

Integration

Geography, art, history

MATERIALS NEEDED

Copies of student handout, two sheets of poster paper, colored markers or pencils, textbook, reference materials, atlas, wall map of China, globe, visual aids on China.

INITIATION (Inquiry, Preview, Involvement)

1. Read the following to the students: As a business executive you are interested in developing businesses in mainland China which produce baby formula, aluminum, and refrigerators. Your task is to convince the Chinese government and the provincial officials why these factories would be an economic benefit to both countries involved and to determine where the best sites for these businesses would be.
2. Arrange students in 6 teams (two teams for each of the following industries).
3. Discuss several criteria that businesses need to consider before locating in a foreign country, emphasizing the importance of geography. (Factories need a suitable climate; location near natural resources or crops; a water supply for transportation, energy and cooling; easy access to port facilities and storage. Other considerations include topography, the labor force, and population density).
4. Once an alliance has been formed a sales force will be sent to China. The factory will use a specific ratio of Chinese and non-Chinese workers. Students need to be introduced to the concept of a "command" economy.
5. The Communist Chinese Department of Commerce, Province Trade Ministers, and Special Economic Zone Light Industry Bureau will be your contact agents.
6. The team will evaluate sites in China to determine which site meets the criteria that the group decides is most important. Teams will justify their decisions with persuasive arguments.
7. The team will use a world map to determine the best transportation route to deliver raw products to China from Indiana.
8. A consultant from Hong Kong will match our company with an alliance business in China. The American company will provide the capital, raw materials, expertise, and technology. The Chinese government will provide cheap labor, transportation (infrastructure), local market, electricity, and tax incentives. Both sides will benefit from the joint venture.
9. Students will recommend a site for one of the three businesses.
 - a. Baby formula factory (provide soy and milk ingredients as nutritional supplements)

* Indiana is a leading exporter of soybeans. Bring in Bristol-Myers baby formula can. List ingredients. Find out where the ingredients come from. Determine price to charge in China.(Enfamil, Nutramigen--water, corn syrup, vegetable oil, soy, sunflower oil, corn starch). Lower labor costs would offset the cost of shipping ingredients to China.
 - b. Aluminum factory Coils of raw sheets of aluminum shipped down the Ohio River to China where it is molded and shaped into cans. Students think about products that could be packaged in aluminum cans (e.g., baby formula).
 - c. Refrigerator factory Produce small refrigerators to run on Chinese rural urban electricity supplies. Currently ratio of 1 refrigerator for every 90 people in China. The average size American refrigerator is the only unit currently available in China. The areas affected by the Three Gorges Dam project will be prime target sale areas.

10. Give the company a name related to Chinese heritage and design a logo.

11. Students list at least three companies and their products that might be popular in China or other third world nations (e.g., computer companies, soft drink companies). See if students can think of the company logos.

12. Students "mind map" reasons that influence the location of overseas businesses (i.e., skilled or unskilled labor, low wages, climate, proximity to transportation routes, educational resources). Give examples of local or well-known national/international businesses found worldwide.

EXTENSION:

1. Use red and blue colored pencils on a world map to trace the best transportation route to China from SW Indiana. Explain which route is best and why. Using an atlas, have students establish the location of the new factory in China.

ASSESSMENT:

1. Students write paragraph explaining their rationale for future business location, the name of the business, and the trade route. Include logo. Describe decision-making process that went into the selection process.

2. Students write questions to ask people who have been involved in establishing new businesses in foreign countries.

3. Have class vote on which presentation was most persuasive in their arguments. Use pins to label the winning location for each industry on the wall map of China.

DEVELOPMENT/DATA COLLECTION AND ORGANIZATION:

Have teams evaluate information concerning the following four potential sites in China: Sichuan Province, Guangdong, Beijing (capital, special economic zone), Shanghai (special economic zone).

KEY QUESTIONS:

1. Why is geography helpful in selecting a site for a business?

2. What criteria are needed to determine the location for a future business in the People's Republic of China?

3. Why are criteria and skills of persuasion useful in business?

4. Ask students in what other ways geography could be useful for them.

REFERENCES:

International Trade Division: Indiana Department of Commerce
440 North Meridian
Indianapolis, IN 46204
1-317-269-6214

STUDENT HANDOUT #1

Part 1: Circle the business below that your team thinks would be a good investment in China.

- a. Pharmaceutical Company which manufactures baby formula (Bristol Myers-Meade Johnson division).
- b. Aluminum Company which produces sheets or coils of aluminum made specifically for aluminum cans (Alcoa-Aluminum Company of America).
- c. Refrigerator factory that produces small refrigerators for sale in China (Whirlpool).

Part 2: Criteria for a suitable site for your business (individual).

Directions: Decide for yourself three criteria you think are needed to build a suitable site for your business. Include at least one geographic criteria. List the criteria and reasons why you selected it in the chart below.

Criteria

Reasons

1.

2.

3.

Part 3: Criteria needed for the site of your new factory (team).

Directions: Using the charts of all your team members, choose three criteria in order to select a site. Fill out the chart below. Give the reasons(s) for choosing these criteria.

Criteria

Reasons

1.

2.

3.

Part 4: Industrial Site Selection and Business Name

Directions: Based on team criteria, select a site using maps of China. Each team member must select a site and give justification for doing so. After discussing the benefits of these potential sites, list them below in order of preference.

<u>Site Selection</u>	<u>Advantages</u>	<u>Disadvantages</u>
1.		
2.		
3.		

Write the name of the site here:

Create a name for your business. Associate it with Chinese culture (i.e., Mao's Milk Supplement). Write the name here and include the logo.

Part Five: Team Presentation

Directions: Team writes a paragraph explaining reasons for choosing particular site. Use answers from parts three and four. Include maps and visual aids that will support argument. Present this material to the class. Be persuasive and "sell" the site to them. Each group will be challenged to support their arguments.

The following are provinces or special economic zones that would be good locales for businesses.

Sichuan Province: Sichuan means "four rivers". The Yangtze River provides irrigation, fish and transportation. A reservoir upon completion of the Three Gorges Dam will provide hydroelectric power, water for cooling in industries, and electricity.

Sichuan has moderate to high temperatures and 43" of rain per year with monsoons in the summer—a very warm, moist climate. The Sichuan Basin is one of China's greatest crop growing areas. Ideal conditions to grow rice, tea, mulberry leaves for silkworms, tangerines, and sugar cane. Two crops grown per year.

Major industrial cities like Chengdu and Chongqing have aircraft and engineering tools, oil fields, and oil refineries. Forests are in the western part of the province. Bamboo from these forests is used for baskets.

Characteristics of area: cost of labor low, less developed/westernized than coast, low economic productivity, large and willing work force, less educated workers, large population/potential market, poor infrastructure (roads, bridges, railroad, canal), few joint ventures.

Guangdong Province: Guangdong previously called Canton in English. Xi River is located in the west. Grand Canal connects the Yellow River and the Yangtze River. Paved roads and good railroad system connect many provinces and run to nearby Hong Kong. There are also numerous coast ports.

Climate is subtropical and extremely hot but winds come off of the Pacific Ocean. Center of immigration. Citrus fruits and rice are important crops.

Characteristics of area: very progressive and successful special economic zone, independent (far from the control of Beijing), cheap labor (not as cheap as Sichuan), large population/market.

Beijing: Beijing is the capital city with a population of 10 million people (twice the population of Indiana). It is the center of political, economic, and cultural leadership, and to get a good paying job, a resident of Beijing must be a member of the Communist Party. Population is fairly educated.

Interesting places to visit include Tiananmen Square (largest in the world), Great Wall (4,000 miles long), Palace Museum (entrance to the Forbidden City).

Hainan: Hainan islands off the southern coast of China are part of Guangdong province. It is one of the earliest special economic zones and has a very successful history. Investors are given a five year tax exemption. Once a tiny fishing village the population has swelled to 60 million. Food crops include pineapple and sugar cane.

Shanghai: As the largest city in China and East Asia with a population of 13.5 million, Shanghai has been a special economic zone for ten years. It is a cultural and artistic center rivaling Beijing as the political and economic center of China. It is highly commercial, one of the most important industrial centers and has a good railroad system. There are many government and high paying jobs in Shanghai. Located on the coastal plain, its climate is affected by Pacific Ocean and monsoons.

Things to consider in selection of factory to develop and site of development in China.

Baby formula:

In the late 1970's China began its "one child" law which states that each family can only have one child. The birth of a second child will lead to heavier taxes, financial penalties, demotion, or cut pay. Contraceptives are widely available for married couples. Often women pregnant with a second child are encouraged to have an abortion.

Baby formula might be a good "sell" in urban areas since grandparents and parents tend to spoil their single child or grandchild. It may sell well since it is viewed as modern, western, and American. Conversely they may be "traditional" and avoid trying something new that is perceived as risky.

Rural areas might also be "traditional" and not "open-minded" about a new nutritional supplement. On the other hand rural areas may be a good location because women are needed in the fields and cannot always provide nursing milk.

Refrigerators:

Small refrigerators would take less electricity and thus might be a good "sell" in China. The urban areas might have a more competitive market than rural areas were current competition (and often current electricity availability) is slight (note: the effect of the upcoming Three Gorges Dam project).

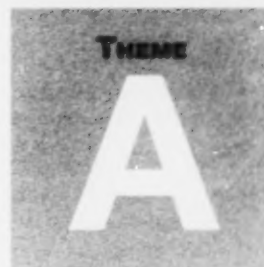
Other considerations:

China wants US dollars, gold and capital from these joint ventures. China will expect the foreign businesses to export the product to other countries as well as to sell it locally. Rural areas are usually less skilled. Urban areas usually have a higher density of skilled labor.

Thumbnail Ideas for Teaching Indiana and Global Connections

1. Locate East Asian companies on a map of Indiana. Hypothesize why each selected the site to produce their products and/or provide services.
2. Locate sites for the ten largest producers of export items found in Indiana.
3. Divide the state into quadrants and construct a graph depicting the largest East Asian concentrations of East Asian investors. Compare and analyze reasons for the locations.
4. From maps and data charts showing current locations of East Asian industries and investors in Indiana predict possible sites for the future.
5. Construct a map depicting the locations of the most abundant natural resources of Indiana. Compare and contrast with East Asian countries. Investigate potential markets. Reverse the study.
6. Set up regulations governing admission of East Asian investors and producers into your country or state. Check the feasibility and legality of the regulations with authorities.
7. Locate capitals of the East Asian countries and determine shortest route to major industrial localities in the state. Calculate distance, air time and cost of transportation.
8. Select an Indiana product and trace the shipping routes by land, water and air to possible destinations in East Asia.
9. Investigate and practice greeting business representatives from each East Asian country.
10. Determine what steps would be required to set up a trade fair in an East Asian nation. From a list of Indiana exports what marketing techniques determine which would be most successful. Select a product, make it and persuasively market it.
11. Invite persons of East Asian origin to assist in conducting a culture fair for the school.
12. Invite representatives from local businesses with East Asian contacts to discuss why international investments are important.

13. Determine relevance of introducing East Asian languages into the foreign language program of your school.
14. Explore available Internet connections with East Asian resources.
15. In small groups, locate East Asian cities with similarities as possible sites for sister city arrangements.
16. Call an international bank to determine exchange rates of East Asian currencies. Make and compare conversion scales for each currency. Discuss which country would be the most feasible to visit.
17. Construct a Venn diagram representing products Indiana and selected Asian countries. Show commonly produced ones in the overlapping section of the circles and different ones in the remaining areas of each.
18. Select a "typical" food item from Indiana and selected East Asian countries. Secure recipes of these foods and analyze ingredients. Compare and contrast.
19. Investigate career opportunities related to securing jobs in International markets. Interview a person in a similar position. Write your resume applying for a similar position.
20. Invite resource persons from unusual occupations related to East Asian countries.
21. Pretend that your class is planning a trip to an East Asian country. Write a grant persuading a local business/industry to finance the trip. Convince the grantor of the relevance.
22. Pack a suitcase for a trip to East Asian countries. Determine the most essential items based on luggage size and weight limits (about 7lbs.) Specify reasons, routes and length of stay.
23. Make a grid depicting distance and absolute and relative locations of primary cities in East Asia using Indianapolis as the reference points.
24. Secure passport and visa applications. Study the requirements for travel and determine if a visa is required.



Basics of Archaeology

Astrid Hooyberg

PURPOSE

To learn the skills to develop and operate an archaeological dig grid. To learn the terminology used in the field. To learn about the artifacts, people, and cultures involved.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships. Throughout time human beings have sought out their historic roots while creating, learning, and changing their cultures.

SUGGESTED TIME:

Two separate classroom sessions of fifty minutes each.

KEY VOCABULARY & CONCEPTS

Compass Rose, cardinal and intermediate directions, relative and absolute location.

MATERIALS NEEDED

Four 2' x 4', cut to required length (from recycled lumberyard), solid dirt/heavy clay for fill, old painting brushes, string, nails or sticks, hammer, shovels or trowels from the garden shed, tape measure, note pad, paper bags, scissors.

INITIATION (Inquiry, Preview, Involvement)

Explain that the classroom floor will become the site of an archaeological dig and that the class will simulate a field experience. Instruct students on relative and absolute location before constructing the grid. To do so students are placed into a "Compass Rose" formation (?). Discuss possible confusion resulting from only using relative location to indicate direction. This can be done working out directions on a large piece of paper or plastic on the floor. Have the children mark the NESW orientations. At this moment, discuss strategy and the concept of working into teams. Each team to be headed by a "head-person" who supervises the group(s), is responsible for their work performance, and records the data collected. (This could be done by more than one "head-person" depending on the groups' size). The "head-person" reports to the supervisor, either the teacher or a student. If the group is large, the teacher may want to suggest that the subgroups work in different areas so as not to bump into one another.

SUMMARY

Adaptable Levels

7-9

Related Themes

CCC

Values

Appreciation of cultures, knowledge and skills required of archaeologists

Skills

Applying relative/absolute location skills, estimating distances by scale, researching and interpreting data and/or artifacts

Integration

Math, reading, writing, language, science

DEVELOPMENT (Instruction, Data Collection, Organization)

SESSION ONE: MAKING A GRID AND COLLECTING DATA.

1. Make a rectangle or square (or any other shape you like) from the lumber by nailing the ends together. Have the students mark the 2' x 4' s off with ruler and marker making two foot marks all along the lumber (An ideal grid square would be one square meter, but for the classroom a two foot square is acceptable).
2. Fill the box with dirt/clay soil. At this point, the teacher, or several students, may want to hide several artifacts from the cultural group to be studied (For a general exercise, rocks, stones, shells, cleaned and bleached bones, or laminated pictures can be used). You may add some water so that the dirt will become compact overnight and ready for session two.
3. Put strings from one marked point to the corresponding marked site on the opposite side of the box. Pull tight. Do this horizontally as well as vertically so that you end up with 2' squares each. Fasten the strings with nails, staples, or simply put sticks in the sand and twist the strings around it.
4. Number each square with a number and/or letter. Have the supervisor record all the numbers/letters on his/her notepad. Do the same for the paper baggies in which the recovered artifacts will be put.
5. Explain to the children that each square or group of squares will be dug individually, and that each finding will be bagged, numbered, and the data transferred onto the notepad. The numbers of the artifacts, the square, the bag and the records should match. However, not all squares have to be dug. This makes it a little bit more interesting since the students may wonder where their treasures might be. Thus, squares can be "randomly" selected.

SESSION TWO: RECOVERY OF ARTIFACTS AND DATA COLLECTING.

6. As soon as the soil has hardened, excavating the "site-box" can start in the hope that artifacts, or ecofacts, may be recovered. In case no artifact or ecofact is found, students still will have learned about strata and stratification, among other things. The instructor may want to rearrange the group(s) so that students will work with different partners. Explain that the purpose for working in groups and having a student do the supervising and monitoring the work site is to develop teamwork and working relationships they will need when they are adults. Now demonstrate how the tools will be used. For example, the trowel or little shovel is used to scrape the soil, not to dig into the soil, or else the possible artifact may be hurt and thus ruined. Scraping the soil will allow the student to focus, prepare for the event, i.e., to scrape around the artifact, deduct the soil from the artifact until it is loose and can be lifted out of the soil. Dental picks, for example, may be used for the final stage. Excess soil can be whisked away by an old painting brush. But, of course, for a classroom project like this, one does not need all the tools an archaeologist in the field would have.

7. A team member may want to remove the excess soil scraped away to another location (Do not throw it out. The same soil can be used again for a box for another class).

8. As mentioned earlier, all artifacts recovered are to be placed in a baggie with the number/letter corresponding to the square it came from. After all the squares selected have been dug and all the artifacts recovered, bring all the baggies to the supervisor who will record them in his/her notebook.

EXTENSION:

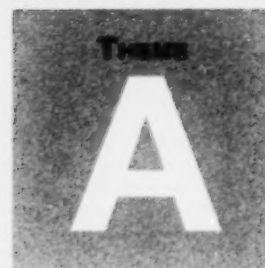
Now that the work is done, discuss how this exercise is different from the actual field. That is, in the field a sifting devise is set up. All soil scraped loose is put through the sieve in order to make sure that nothing is lost. Plant seed, of course, requires an additional step of cautious work. This is done through the "floating technique", i.e., soil is emerged in water, so that the seeds, etc. will float to the top. These then are collected and brought to the lab for examination under a microscope.

ASSESSMENT:

1. What did we accomplish? What needs more work?
2. What does this data tell us?
3. How did we work as a team? Can we improve somewhere? How?
4. What do we conclude from this experiment?

KEY QUESTIONS:

1. Who were these people? Where did they come from? How did they live? What is important about these people? How do they differ from their neighbors? Us? In what time period did they live?
2. What are the artifacts? How do you know? Where and how did you find that data? What do they mean?
3. How do the artifacts and people relate to us in this time? What have we learned from them? Do we make the same mistakes? How different are we and why?
4. Evaluate group work and each individual participating in the project. Where could we use extra help/improvement?
5. Would you like to become an archaeologist, anthropologist, ethnographer, paleontologist, ethnobotanist, etc.? What does each one listed above do? What does it take to become one? How do they relate to one another?



Artifacts and Culture

Astrid Hooyberg

PURPOSE

To learn about archaeology. To develop basic skills for a "dig-grid". To learn the terminology used in the field. To learn about artifacts, people, and cultures involved.

THEME STATEMENT

Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships. Throughout time human beings have sought out their historic roots while creating, learning, and changing their cultures.

SUGGESTED TIME:

One classroom session of fifty minutes.

KEY VOCABULARY & CONCEPTS

Compass Rose, cardinal and intermediate directions, relative and absolute location, anthropologist, archaeologist, geologist, artifacts, strata, stratification, topography, grid, site, fieldwork, research, ethnobotanist, paleontologist, culture, physical features, data, nation, scale, region, data, hemisphere, perceptual region, local, ethno-paleontologist.

MATERIALS NEEDED

Large piece of paper or plastic, tape measure, note paper, pens (string and scissors optional).

INITIATION (Inquiry, Preview, Involvement)

Show a video or series of slides on the topic to be studied and discuss its importance (e.g., "The Son of Heaven: Ancient China Explored" part 2 deals with the Xian terra cotta warriors. These were soldiers found in the tomb of a Qin emperor from the third century BC. Xian, formerly known as Changan, is located 642 miles southwest of Beijing).

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Explain that the classroom floor will become the site of an archaeological dig and that the class will simulate a field experience. Instruct students on relative and absolute location before constructing the grid. To do so, students are placed into a "Compass Rose" formation.

SUMMARY

Adaptable Levels
7-9

Related Themes
CCC

Values
Appreciation of cultures, knowledge, and skills required by archaeologist

Skills
Applying relative/absolute location skills, estimating distances by scale, researching and interpreting data and/or artifacts

Integration
Math, reading, writing, language, science

Discuss possible confusion resulting from only using relative location to indicate direction. This can be done working out directions on a large piece of paper or plastic on the floor. Have the children mark the NESW orientations. At this moment, discuss strategy and the concept of working into teams. Each team to be headed by a "head-person" who supervises the group(s), is responsible for their work performance, and records the data collected. (This could be done by more than one "head-person" depending on the groups' size). The "head-person" reports to the supervisor, either the teacher or a student. If the group is large, the teacher may want to suggest that the subgroups work in different areas so as not to bump into one another.

2. Outline a "virtual" dig-site on paper. This can be any size, but a rectangle or square is easier for the students. First, have them mark off the directions NSEW. Then mark the boundaries at two foot intervals. Next draw lines connecting each two foot mark North to South and East to West so that there is a grid design with two foot squares (see below [?]). Using strings instead of drawing lines is a little more challenging and real, but it is not necessary to accomplish the goal. Number each square with a letter and number.

EXTENSION:

Explain to the students what is going on in the actual field. At an actual archaeological site each square or group of squares is dug individually, but not all squares have to be dug. Squares can be selected randomly, i.e. any square can be selected without a specific reason. If a certain square is selected for the reason that an artifact is suspected to be found in it, then this no longer can be called "random sampling" (see dictionary). Trowels, picks and brushes are used to recover artifacts. This is done by scraping the soil until the sight of an artifact is located. Then work is stopped in order to determine how to recover the artifact without harming it. Most likely one digs/scrapes around it until it can be lifted out of the soil. Picks are normally used for this stage. The final stage is lifting the artifact out by hand. The artifact is then cleaned and/or washed, labeled, bagged, and recorded in the larger notepad. Normally archaeologist work in "strata", i.e., they dig one or two feet in a square or group of squares. Each layer stands for a geological zone in which artifacts can be found. People work in groups. These groups are then supervised. The supervisors of the groups report to a head-person, who reports to the archaeologist or the person in charge of the whole site. When enough soil has been scraped to be collected, it is put into a bucket, which is then shifted in a sieve. Sometimes smaller fragments of artifacts may be recovered. Floating artifacts or ecofacts most often are recovered by immersing the soil in water so that seeds, etc. float to the top. These are then collected and brought to the lab for examination under a microscope.

ASSESSMENT:

1. What did we accomplish? What needs more work?
2. What does this data tell us?
3. How did we work as a team? Can we improve somewhere? How?
4. What do we conclude from this experiment?

KEY QUESTIONS:

1. Who were these people? Where did they come from? How did they live? What is important about these people? How do they differ from their neighbors? Us? In what time period did they live?
2. What are the artifacts? How do you know? Where and how did you find that data? What do they mean?
3. How do the artifacts and people relate to us in this time? What have we learned from them? Do we make the same mistakes? How different are we and why?
4. Evaluate group work and each individual participating in the project. Where could we use extra help/improvement?
5. Would you like to become an archaeologist, anthropologist, ethnographer, paleontologist, ethnobotanist, etc.? What does each one listed above do? What does it take to become one? How do they relate to one another?

REFERENCES:

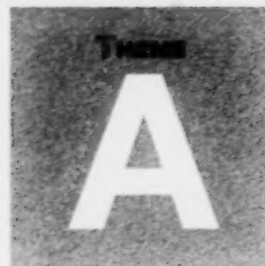
Video "The Son of Heaven: Ancient China Explored" part two.

O. Louis Mazzatenta, "A Chinese Army for Eternity," *National Geographic* (August 1993): 113-136.

Kwang-chin Chang, *The Archaeology of Ancient China* (New Haven, Conn.: Yale University Press), 1963.

_____. *Shang Civilization* (New Haven, Conn.: Yale University Press), 1980.

FOR STUDENTS: Gloria McCarthy and Molly Margo, *Discovering Archaeology, Learning through Artifacts* (Buffalo, NY: DOK Publishing Inc.), 1980 (also has workbook available).



Data Collecting

Astrid Hooyberg

PURPOSE

To develop critical thinking, to learn how to do independent research, to learn about cultural interpretation.

SUGGESTED TIME:

Two classroom sessions of fifty minutes each.

KEY VOCABULARY & CONCEPTS

Archaeological terminology. Anthropology, archaeology, artifacts, strata, stratification, topography, grid, relative and absolute location, site, fieldwork, research.

MATERIALS NEEDED

Access to library, pencil, paper, video on the subject (optional).

INITIATION (Inquiry, Preview, Involvement)

1. Make sure all artifacts are individually marked, washed, and recorded. Note: a review of what happened in the field, or during the actual excavation, may be helpful to re-enforce procedures and jargon.
2. Lay out all the artifacts on a table and start developing a discussion on their meanings. You may group artifacts into bones, pottery, stones, fossils, etc.

DEVELOPMENT (Instruction, Data Collection, Organization)

1. Students research resources in library to discover history or interpretation of artifacts recovered. What is missing? What can be added?
2. Show a video on the subject, like the Xian terra cotta soldiers in the tomb of a Qin emperor of China (third century BC) ("A Son of Heaven: Ancient China Explored", part two).

EXTENSION/ENRICHMENT (Articulation of Ideas, Ownership, Experimentation)

1. Visit an archaeological site or museum. Suggest that interested students sign up for a summer dig through a university or archaeological site.
2. Set up a simulated site outdoors.

SUMMARY

Adaptable Levels

7-9

Values

Appreciation of cultures, knowledge and skills required by archaeologists and anthropologists

Skills

Research and interpretation of data and artifacts

Integration

Math, reading, writing, language, science

3. For an after school project, have students set up a site box for another class.

ASSESSMENT

1. What does the collected data tell us?
2. What did we accomplish? What needs more work?
3. Is our interpretation correct, or do we need more facts to establish its meaning?
4. What are the implications and how do they relate to the over all picture of this group of people and their neighbors?
5. Where do they fit in time? How do they compare to other people in that time bracket around the world? The teacher puts up a time table or have students make one, filling in the times and/or peoples or events.
6. What do we conclude from this experiment?
7. How did we work as a team? Can we improve somewhere? How?

KEY QUESTIONS

1. Who are these people? Where did they come from? How did they live? What is important about these people? How do they differ from their neighbors? Us? In what time period did they live?
2. What are the artifacts? How do you know? Where and how did you find that data? What do they mean?
3. How do the artifacts and people relate to us in this time? What have we learned from them? Do we make the same mistakes? How different are we and why?
4. Evaluate group work and each individual participating in the project. Where could we use extra help/improvement?
5. Would you like to become an archaeologist, anthropologist, ethnographer, paleontologist? What does each one do? What does it take to become one? How do they relate to each other?

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O. Louis Mazzatenta, "A Chinese Army for Eternity," *National Geographic* (August 1993): 113-136.

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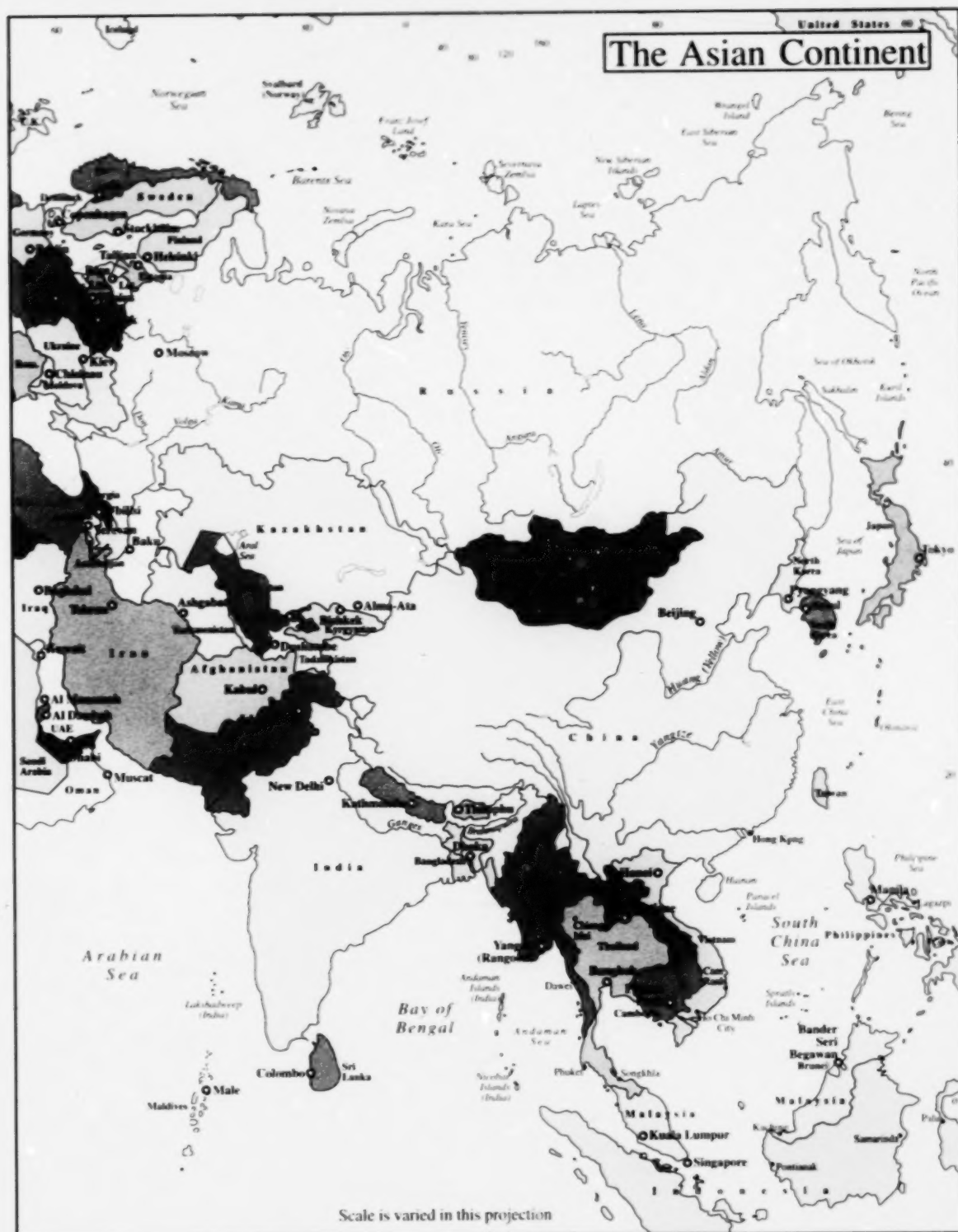
FOR STUDENTS: Gloria McCarthy and Molly Margo, *Discovering Archaeology, Learning through Artifacts* (Buffalo, NY: DOK Publishing Inc.), 1980 (also has workbook available).

Appendices

Appendix 1: Maps

- Asian Continent
- China
- Japan
- Korean Peninsula
- Taiwan

Appendix 2: Lessons grouped by topic



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Appendix 2

Lessons Grouped by Topic

Activities

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The Global Economy

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